



CURRICULUM FOR SPECIAL INTEREST GROUPS

NOMADS AND FISHING COMMUNITIES

FACILITATOR'S GUIDE

**LEVEL
ONE**



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE





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Preface

Non-Formal Education (NFE) aims to fulfil the educational needs of people who are not in the regular education system. This is by using tailor-made approaches to cover literacy, life skills, continuing education, equity education, and income generation. The major activities implemented under the NFE programme are a basic literacy campaign, continuing education, community learning centres, Equivalency programmes, and non-formal primary education. Non-Formal basic Education (NFE) programmes are an important alternative to formal schooling as they address gaps in formal education.

The pastoral and fishing communities are two populations whose lifestyle and livelihood practices make it difficult to implement the formal system of education. There has been effort by the government of Uganda and development partners in education to design interventions towards increasing access to education among the communities. In Karamoja region, the programme Alternative Basic Education for Karamoja (ABEK) programme a non-formal education programme designed to deliver learners to the level of Primary Three in the formal education system. ABEK is a Child-centred Alternative Non-Formal Community based Education programme (CHANCE) and Accelerated Education Programme (AEP)), including other NFE interventions that are commended for the good work and support rendered to the Ugandan child.

I recognise the effort of National Curriculum Development Centre in responding to the specific needs of communities through this intervention. This curriculum is expected to develop practical skills for productive living in the specific contexts of the Special Interest Groups as well as laying the foundation for further education. I encourage the different stakeholders especially the development partners to make effective use of these materials.



Hon. Janet Kataaha Museveni

FIRST LADY AND MINISTER OF EDUCATION AND SPORTS

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The Curriculum for Special Interest Groups is one of the Innovations by National Curriculum Development Centre (NCDC) to respond to the education needs of the different communities in the country. It responds to UN Sustainable Development Goal 4 that stipulates “To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

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We welcome feedback about this material.

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Acronyms and Abbreviations

Acronym	In Full
ABEK	Alternative Basic Education for Karamoja
ADL	Activities of Daily Living
AEP	Accelerated Education Programme
AIDS	Acquired Immune Deficiency Syndrome
CHANCE	Child-centred Alternative Non-formal Community based Education
DRR	Disaster Risk Reduction
FLS	Flexible Learning Strategies
FLS	Flexible Learning Strategies
GoU	Government of Uganda
GWP	Government White Paper
HIV	Human Immunodeficiency Virus
IEP	Individualised Education Programme
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NFE	Non-Formal Basic Education
PLE	Primary Leaving Examinations
SDG	Sustainable Development Goal
SEN	Special Educational Needs
SIG	Special Interest Group
SNE	Special Needs education
STI	Sexually Transmitted Infection
TG	Teacher's Guide
UBOS	Uganda Bureau of Standards
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNHCR	United Nations High Commission for Refugees

Organisation of The Facilitator's Guide

The Facilitator's Guide is organised into two sections which include:

Section One: introduction

Section Two: Guidance on specific learning areas

Section One: Introduction

This section has the following areas:

- i) Background to the Facilitator's Guide
- ii) How to use the Facilitator's Guide
- iii) Organisation of the Facilitator's Guide
- iv) General methods

Section Two: Guidance on Specific Learning Areas

This section includes among others:

- i) Introduction to the learning area
- ii) Rationale/goal/purpose for teaching the learning area
- iii) General approaches to the teaching of that particular learning area
- iv) A sample schemes of work for that learning area
- v) A sample lesson plan for each learning area.
- vi) The curriculum implementation guide. This presents the curriculum breakdown in a tabular form.
- vii) Guidance to the Facilitator
- viii) Assessment guidelines

SECTION ONE: INTRODUCTION

Background to the Facilitator's Guide

The SIG Curriculum presents the competencies to be developed. The content area is used to develop the competencies in the different learning area. Accurate curriculum interpretation is central to the achievement of the purpose of the curriculum. The Facilitators who will implement this curriculum shall be individuals with varied backgrounds, experiences and professional competencies. For uniform interpretation and implementation of the curriculum, there is need to develop a guide that supports the facilitators. The facilitator's guide to the curriculum is a resource developed for exactly this purpose. This is done to give the facilitator extra information that will enable him/her in implementing the curriculum in a perfect way to achieve the purpose of the curriculum.

How to Use the Facilitator's Guide

The Facilitator's Guide should be used:

- In reference to the curriculum for Special Interest Groups.
- During scheming and lesson planning. The facilitator needs to study the suggested activities and identify the relevant examples in real life situations.
- In connection with real life experiences in the family, school, community or the nation at large.

The facilitators guide specifies subject competencies (except for English language) from the curriculum and adds language competencies to these. In some subjects like mathematics, art and technology, it adds subject specific contents. The implementation of the curriculum should focus on the development of these subject and language competencies.

The guide further identifies various suitable instructional strategies (approaches, methods, techniques, skills) that can be used to successfully develop these competencies. A Facilitator may not use all the stipulated strategies but should choose the best to his/her area of work based on the availability of resources.

Preference should be given to strategies that have a practical approach to learning and help integrate classroom work to daily life.

Learner's activities. These stipulate some of the activities learners are expected to do to enable them develop the competencies. These activities are diverse according to the identified strategies. Any strategy identified has a set of activities that can be performed. Use or adopt the sample activities provided in the facilitator's guide during the teaching and learning process. Give learners opportunity to carry out activities as whole class, in groups, in pairs, individually or as project work. Emphasise individual participation to enable you assess achievement of competencies. During the teaching and learning process use the languages that learners are familiar with.

Possible instructional resources for each lesson have been suggested. As a facilitator, it is important that you develop and properly store some of these materials early enough.

There is a tabulated breakdown of the curriculum for proper interpretation and implementation. The Facilitator is advised to study this carefully.

The Facilitator's Guide gives assessment guidelines to the facilitator. The focus is on what to assess, how it is assessed and what to do with the information gathered through the assessment process. Some learning areas further give the facilitator additional information and guidance in form of *Guidance to the Facilitator*.

General Methods

The implementation of this curriculum adopts a learner-centred methodology. Considering that these learners have higher average chronological ages and have different backgrounds, learner centred approaches can considerably improve achievement of learning outcomes.

The facilitators need to understand the context of the learners to develop instructional strategies that are relevant to the experiences of the learners. Projects and productive activities should be identified and given to the learners

in order to develop their skills for productive living. Remember that a lesson is not successful if learning has not taken place.

A teaching method is an overall plan for the presentation of content to a learner. It includes all the different ways which a facilitator uses to reach a goal or to achieve an objective. Good teaching therefore lies in understanding:

- i) who the learner is
- ii) what the content to be taught is
- iii) the best method to use to ensure learning

It is important for the facilitator to note that learners learn what they are interested in. Therefore, the facilitator should vary his/her teaching methods in order to capture and sustain the learner's interest in the lesson.

In Learning Achievement (LA) several methods have been suggested for use by the facilitator in the different meetings and all these are learner-centred. This is because learner-centred methods have the following advantages:

- i) They arouse learners' interest in the subject of study.
- ii) Learners learn through first-hand experience.
- iii) Learners do not easily forget what they have gone through or done.
- iv) Information and knowledge retention, therefore, will be increased.
- v) Learners are better introduced into the world of work.
- vi) There is high cooperation among the learners. That is, learners learn how to be cooperative with each other.
- vii) They are very appropriate for the acquisition of functional and sustainable skills.

However, learner-centred methods have the following challenges.

- i) When the facilitator is not well prepared and organised, these methods can be time consuming.
- ii) These methods may be costly in terms of buying the required materials
- iii) Patience on the part of the facilitator since each learner takes his/her time

The learner-centred methods suggested in learning areas are:

- i) Story telling
- ii) Role playing
- iii) Discussion
- iv) Field visits (Excursions)
- v) Debating
- vi) Project
- vii) Discovery

Debate

- i) In using the debating method, the facilitator should try as much as possible to encourage all learners to participate. This is best achieved by:
 - Choosing a stimulating or provocative topic
 - Encouraging learners to voluntarily choose sides
- ii) The facilitator should take time to plan for the activity by organising and guiding learners as well as giving them enough time to prepare.

Project method

The role of the facilitator:

- i) If the facilitator intends to use this method, he/she should properly plan for it in order to avoid wastage of time in situations where learners tackle too many ambitious tasks.
- ii) She/he should guide learners throughout the process.
- iii) He/she should check on learners' progress from time to time without interfering.
- iv) He/she should select manageable topics whose results are valuable to the learners who do them.
- v) He/she should help learners who do them.
- vi) He/she should help learners to develop skills that will enable them to look up and find relevant information (research techniques).

Criteria for selecting areas of study

- i) The topic should be able to make a contribution to learning objectives
- ii) The topic should be manageable to learners
- iii) It should be reasonable in terms of available time, available resources and costs involved.

Discovery

When a good discovery method is used, it should have the following main characteristics:

- i) The objectives should be:**
 - Clear and relevant to the learners
 - Useful
 - Capable of fulfilment (achievable)
- ii) The method should:**
 - Invite voluntary participation of learners
 - Stimulate interest and imagination
 - Encourage creative responses to problem-solving.

The Roles of the Facilitator

The facilitator's chief responsibility shall be to guide learning through interactive pedagogical approaches which place him/her at the "back seat"

- i) To set the stage and provide the environment, within which learners can engage in learning activities in terms of their own interests, needs capabilities and motivation.
- ii) To structure and guide the explorations of learners. However, the Facilitator should avoid guiding the explorations of learners. He/she should avoid stifling/hindering the initiatives of learners.
- iii) To be resourceful and skilful in being able to capitalise on the interests of the learners.
- iv) To provide carefully selected assortment/variety of learning materials for learners to handle, use for construction, manipulation, experiment within explore and puzzle over.

Note: When the facilitator is guiding learner, he/she should:

- i) Not give his/her own ideas.
- ii) Be a learner along with learners and be on the look out to stimulate learners' learning.
- iii) Cater for individual differences in such a heterogeneous class.

Proposed Time Allocation per Week

Learning Area	Number of Periods
Livelihood skills	5
Literacy	4
Numeracy	4
English	4
Religious Education	2
Physical Education	2
Art and Technology	2
Music Dance and Drama	2
Total	25 Periods

In level two and three, the number of literacy periods will reduce from 4 to 3 as the number of periods for Art and technology increases from 2 to 3. This is because the learners shall be expected to acquire basics of literacy and requiring more time for practical and productive skills of Art and Technology. These can be translated into a weekly timetable as shown below.

Duration	Day one	Day two	Day three	Day four	Day five
20 min	Sharing story of previous week	Recap	Recap	Recap	Recap
40 min	P E	MDD	Literacy	R E	Numeracy
40 min	Literacy	Literacy	English	MDD	Art & tech
Break (20 minutes)					
40 min	Numeracy	R E	P E	Numeracy	Literacy
40 min	English	Art & Tech	Numeracy	English	Livelihood skills
60 min	Livelihood skills	Livelihood skills	Livelihood skills	Livelihood skills	Planning for the coming week
Co-curricular activities					

The information in the table above is a guide to the actual timetable. Groups that can afford to have more time per day can reduce the length of their programme with evidence of achievement of the expected learning outcomes. However, a group that has shorter instructional period per day will require a longer duration for the programme. Learners shall have between 30 minutes to an hour for co-curricular activities each day after lessons. Activities shall include; games and sports, debates, club activities, PIASCY activities among others. You need to guide the learners on how to make proper use of this time.

SECTION TWO: SPECIFIC GUIDANCE FOR LEARNING AREAS

TEACHING LIVELIHOOD SKILLS

Background

The key pillar of the SIG curriculum is the development of practical skills for sustainable livelihood. The target populations for this SIG curriculum are nomads and fishing communities. These are people who have particular attachment to their occupations. The curriculum has two exit options; to join the formal school at Primary seven and to join the world of work using the skills acquired. This requires that the learners are exposed to activities that help develop relevant practical skills that they can use for sustainable livelihood in their environments.

This curriculum adopts a thematic approach in the organisation of its content. However, in the Thematic Curriculum in lower primary, the emphasis during the literacy hour is on reading and writing. Little focus, if any, is put on the practical skills. Therefore, in the SIG Curriculum, the Livelihood Skills learning area is designed to focus on the practical skills that learners need to develop to earn a living.

Specific methods for teaching Livelihood Skills

By its design, the teaching of livelihood skills must be practical. This calls for methods that enhance learners' participation in the learning process. Most recommended instructional strategies include;

- i) Project method
- ii) Guided discovery
- iii) Nature walk/excursion
- iv) Field trip method
- v) Demonstration method
- vi) Experimentation method
- vii) Group discussion

- viii) Debate
- ix) Case study
- x) Dramatisation
- xi) Role play

In all cases, it is very important to relate what is being learnt to the daily life of the learners. A lesson should start with why the learners need to learn the content, what the learners already know about the content and end with how learners can apply what they have learnt in the lesson in their daily life. The cattle keeping practices, the fishing practices and other related agricultural practices are synonymous with nomads and members of the fishing communities. Alternative activities that can positively change the lifestyles of the learners should be emphasised.

The Curriculum Scope and Sequence for Livelihood Skills

Level One: Session One

Overview

In this session, the instructor will guide learners to learn about proper land use practices, cattle keeping/fish farming, rearing earthworms, resources for our life, recreation activities in our local area, human body parts and functioning, the family and living things in the environment. You are expected to take advantage of the experiences of the learners and use this to facilitate learning. Use practical methods to make the learning meaningful to the learners.

Between cattle keeping and fish farming, a community only chooses to teach one not both depending on the principle economic activity in the area.

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<p>1.1.1.a: Proper land use practices (<i>simple irrigation, crop rotation, mulching, kitchen garden/ backyard farming, manuring, fallowing, row planting</i>) (10 hours)</p> <ul style="list-style-type: none"> • Land use practices • Land preparation • Simple irrigation • Crop rotation • Mulching, manuring • Fallowing • Planting methods • Establishing kitchen gardens/ backyard farms • Tools used 	<ul style="list-style-type: none"> • Visiting a crop farm to observe and record the different land use practices which include bush clearing, tilling/digging, mulching, crop rotation, methods of planting • Explaining how the different land use practices are important in increasing farm productivity e.g. though adding nutrients to the soil, 	<ul style="list-style-type: none"> • Seeds • Garden • Garden tools • Watering can • Plant materials • Strings • Old sacks • Old tyres

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none">• Proper maintenance of tools	<p>loosening soil for easy entry of water etc.</p> <ul style="list-style-type: none">• Demonstrating practices in land preparation like; bush clearing, ploughing/ digging, mulching etc.• Demonstrating simple irrigation using a watering can and bottle irrigation.• Setting up and maintaining a simple garden• Demonstrating proper maintenance of garden tools like washing, removing soil, fixing loose tools, sharpening, oiling etc.• Establishing kitchen gardens by setting up a nursery bed, collecting old containers and sacks and filling these with soil, applying manure to the soil, transplanting seedlings, applying pesticides etc.	

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<p><i>(Depending on the chief economic activity, Focus can be put on either cattle keeping or Fish farming)</i></p> <p>1.1.1.b. Cattle keeping (10 hours)</p> <ul style="list-style-type: none"> • External parts of cattle • Breeds of cattle • Types of cattle • Methods of cattle keeping <p>1.1.1.b (Alternative)</p> <p>Fish farming (7 hours)</p> <ul style="list-style-type: none"> • External parts of a fish • Types of fish • Methods of fishing • Establishing a fish pond <p>Rearing earthworms (Vermiculture) (3 hours)</p> <ul style="list-style-type: none"> • What earthworms are • Importance of earthworms <ul style="list-style-type: none"> ○ Food for fish ○ Bait for fishing ○ Help in compost manure production for crop farming 	<ul style="list-style-type: none"> • Making a field visit to a cattle farm to observe and record the different grazing methods like zero grazing, paddocking, tethering etc. • Observing, identifying and drawing the external parts of a cow and a bull. • Observing pictures to identify the difference between beef cattle and dairy cattle. Distinguishing between the different types of cattle • Demonstrating practices of how to prepare pasture like; cutting, chopping, adding salts, mixing etc. • Making a field visit to a fish farm to observe practices in fish farming like; feeding, maintenance of water 	<ul style="list-style-type: none"> • A cow / bull • Pesticides for cattle pests • Models of different methods of cattle keeping • Charts showing the types of cattle • Photographs • Fish • Hoes • Spades • Fish pond • Market • Hooks • Fishing nets • Logs for making canoes • Nylon thread • A model fish cage • Earth worms • Waste plant material

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none">The practice of earthworm rearing	<p>quality, dredging, fry production etc.</p> <ul style="list-style-type: none">Observing, identifying and drawing the external parts of a fishVisiting a cage fish farming groundDemonstrating activities in establishing a fish farm e.g., constructing a fish pond, feeding fish, preparing feeds, dredgingDescribing activities in making a canoe/boat like identifying a tree species, cutting, excavating, finishing etc.Practicing the making of a fishing net using locally available materialsObserving and drawing the different parts of an earthwormDescribing what earthworms are and where they live	

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
	<ul style="list-style-type: none"> • Explaining the importance of earthworms to man • Demonstrating practices in earthworm rearing like preparing the bulk material (medium), harvesting the parent stock, providing feeds 	
<p>1.1.2. Resources for our life (<i>water, food, money, time, fuel</i>) (5 hours)</p> <ul style="list-style-type: none"> • Our resources <ul style="list-style-type: none"> - Water - Food - Money - Time 	<ul style="list-style-type: none"> • Identifying basic resources in their local areas • Naming basic resources 	<ul style="list-style-type: none"> • Real objects (water, paper money/coins) • Local environment • SIG curriculum level 1 • Learner books
<p>1.1.3. Recreational activities in our local area (5 hours)</p> <ul style="list-style-type: none"> • Picnics • Resting • Listening to music • Playing and watching games • Swimming • Wrestling 	<ul style="list-style-type: none"> • Identifying recreation activities. • Telling stories • Role playing wrestling • Signing traditional songs 	<ul style="list-style-type: none"> • Singing • Pictures of recreation centres

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> Telling and listening to stories Visiting places of interest 		
<p>1.1.4. Human body parts and functioning (10 hours)</p> <ul style="list-style-type: none"> Major organs, the teeth and their functions, the digestive system Parts of the human body (head, legs, arms, abdomen) Body organs (eyes, ears, nose, liver, heart, kidneys, pancreas, brain, lungs) Human body systems (digestive system) Functions of the parts Care for the different body parts <ul style="list-style-type: none"> Good feeding habits Exercise Proper hygiene and sanitation Treatment of common diseases Avoiding bad habits (smoking, alcohol drinking, use of other drugs) 	<ul style="list-style-type: none"> Visiting an abattoir to observe, identify and draw the major internal organs in the body of a mammalian animal (goats, cows, sheep, chicken) e.g., the heart, liver, pancreas, lungs, intestines, brain etc. Observing samples of teeth in order to identify the differences in the structure of the different types of teeth Role-playing healthy life habits like food preparation, resting, physical exercise etc. Demonstrating how to care for the different parts of the body e.g., brushing of teeth, washing of hands, 	<ul style="list-style-type: none"> Preserved specimens of organs of animals Teeth Charts showing the different human body organs Models of the digestive system Alcohol samples Samples of commonly abused drugs Costumes An abattoir Different types of teeth

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<p>1.1.5. The family (5 hours)</p> <ul style="list-style-type: none"> • What a family is • Types of family (nuclear and extended – definition and People in each type of family) • Roles and responsibilities of different family members • Challenges in family life; <ul style="list-style-type: none"> - shortage of food, - lack of money, - broken families, - separation due to nature of work • Learning to live with these challenges. 	<ul style="list-style-type: none"> • Playing the roles of the different members of a family • Debating on the roles of the different members of a family (e.g., mother is better than father; boys are better than girls, men are the main cause of family problems) • Discussing the different • Identifying from pictures the different members of the family • Reciting rhymes related to roles and responsibilities of family members • Singing songs related to family life • Identifying members of LC1 Communities • Listening to resource persons. • Brain storming the roles of the members forming the LC1 Committees. 	<ul style="list-style-type: none"> • Pictures showing roles of different family members • Costumes for roles play • Resource person • Local government Act

Sub-theme / Content	Teaching/Learning Activities	Instructional Resources
<p>1.1.6. Living things in the environment (10 hours)</p> <ul style="list-style-type: none"> • What living things are • Characteristics of living things They; <ul style="list-style-type: none"> - grow - feed - reproduce - breathe - remove waste materials - move - identify and respond to changes around themselves • Examples of living things <i>(Name examples of living things in the different kingdoms without getting into the classification)</i> e.g., goat, lizard, mango tree, cabbages, malaria parasite, mushroom, sorghum plant, rice plant, etc. 	<ul style="list-style-type: none"> • Exploring the environment to identify and name the different living things • Classifying living things according to observable characteristics like body parts, type of growth, how they move etc. • In groups, undertake projects to protect living things around the learning centre • In groups, discussing about the common living things in their environment. • Carrying out a project on monitoring growth and changes in a plant (a seasonal plant like beans) 	<ul style="list-style-type: none"> • Hoes • Seeds • Pangas

Assessment Guidelines

The learner:

- establishes and manages backyard farms. (Starts a backyard farm, carries out simple irrigation, practices proper planting methods, care for the crops)
- demonstrates proper cattle rearing and management practices (types and breeds of cattle, methods of rearing cattle, pasture management, caring for cattle diseases and pest control, housing for cattle, marketing cattle products)
- demonstrates proper ways of fish management practices in fish rearing (types of fish, methods of rearing fish, feeding, protection, disease and pest control, making fish nets, making and maintaining a boat)
- demonstrates cares and practices that ensure healthy body systems (Knowledge of parts of the body, care for different parts of the body / organs of the body, healthy practices, knowledge of common human diseases)
- Demonstrates sustainable utilisation of living resources in the environment. (Classify different living things in the environment, protecting living things in the environment and sustainable utilisation of living things in the environment)

Guidance to the Facilitator

1. Provide materials for learners to carry out simple irrigation in the school demonstration garden.
2. Use the pair and group discussion methods and make sure that all the learners are participating.
3. Guide learners to make models of the digestive system, the teeth and the heart.

Level One: Session Two

Overview

This session aims to build on the scientific and productive skills learners developed in session one. However, the concepts here may at times be significantly different from those in session one. They will all aim at building a complete set of competencies in the learners.

The topics to be covered include; vegetable growing (this includes both vegetables that require nursery beds and those that do not). The topic of cattle keeping continues (in the nomadic communities while fish farming and vermiculture continues in the fishing communities, importance of recreation, basic needs, leaders in our communities and non-living components of the environment).

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<p>1.2.1. Vegetable growing 1: <i>(onions, tomatoes, cabbages, spinach, egg plants) – nursery bed requires Vegetable growing</i></p> <p>II: <i>(pepper, kale, spinach, pumpkin, water melon, cucumber) – no nursery bed required (10 hours)</i></p>	<ul style="list-style-type: none"> • Visiting a vegetable garden • Seed selection • Setting up and maintaining a nursery bed • Caring for tools and maintenance • Controlling pests and diseases. 	<ul style="list-style-type: none"> • Vegetable seeds • Pieces of wood / sticks • Grass • Water • Garden tools
<p><i>(Depending on the chief economic activity, Focus can be put on either cattle keeping or Fish farming)</i></p> <p>1.2.1. b. Cattle keeping (10 hours)</p>	<ul style="list-style-type: none"> • Demonstrating practices of controlling cattle / fish pests and diseases through spraying, dipping 	<ul style="list-style-type: none"> • Pasture samples • Pesticides • Gauze / strings / wire straps • Water source

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Pasture management • Cattle pests and diseases • Cattle products and their importance • Establishing and managing a cattle farm <p>1.2.1.b. (Alternative)</p> <p>Fish farming (7 hours)</p> <ul style="list-style-type: none"> • Managing a fish pond <ul style="list-style-type: none"> – Feeding – Breeding – Pond management – Pest and disease control • The cage system of fish farming • Fish farming as a business <p>Vermiculture (3 hours)</p> <ul style="list-style-type: none"> • The practice of earthworm rearing 	<p>and physical means of hand picking and killing</p> <ul style="list-style-type: none"> • Practicing cattle pasture management like growing pasture, harvesting pasture, chopping, drying etc. • Constructing a fish pond by activities like site identification, excavation, constructing the banks etc. • Demonstrating practices for managing a fish pond e.g., dredging, reducing siltation, feeding, breeding fish • Demonstrating activities in managing a fish cage e.g., siting a cage, setting up a cage, feeding fish in a cage • Analysing the cost and benefits of 	<ul style="list-style-type: none"> • Fish feeds

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
	<p>managing a fish farm considering costs like constructing pond, buying fry, buying feeds etc.</p> <ul style="list-style-type: none"> • Setting up an earthworm rearing facility by collecting parent stock, setting up the medium, stocking the facility and harvesting the earthworms 	
<p>1.2.2 Ways of saving our resources <i>(Water, food, money, time, fuel)</i> <i>(5 hours)</i></p> <p>a) Food</p> <ul style="list-style-type: none"> • Storing/granaries • Preserving food • Preparing adequate food for meals • Avoid wastage of food during the season of fruits (mangoes, jackfruit, pineapples) <p>b) Water rain</p> <ul style="list-style-type: none"> • Harvest water • Safe ways of water storage 	<ul style="list-style-type: none"> • Construct local granaries • Drying cereals • Role play ways of harvesting and storing food • Discussing better ways of food utilising • Modelling objects used for harvesting water. • Identifying different ways of harvesting and storing water • Discussing ways of proper use of water. • Resource person discusses the 	<ul style="list-style-type: none"> • Grass • Tree poles • Mud and wattle • Banana fibres • Sisal • Cereals • Sickle • Knives • Pangas • Pots • Jerri cans • Sauce pans • Water • Saving box • Paper money/coins

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Proper use of water <p>c) Money</p> <ul style="list-style-type: none"> • Keeping money in banks • Using wooden/metallic boxes • Investing in assets e.g., animals, land • Planning before you spend <p>d) Time</p> <ul style="list-style-type: none"> • Plan and manage time for every activity • Avoid time wasting activities • Avoid unnecessary visits <p>e) Fuel (paraffin, electricity, solar)</p> <ul style="list-style-type: none"> • Switching off power when not in use • Buy energy savers • Light candles when it is dark <p>f) Firewood/wood fuel</p> <ul style="list-style-type: none"> • Use energy saving stoves • Harvest branches of mature trees • Planting trees at home and in the gardens 	<p>importance of keeping money in the bank</p> <ul style="list-style-type: none"> • Modelling wooden box • Discussing different ways of investing money • Developing plan of how to spend money (budget) • Identifying activities that take our time • Draw a short program for your day's activities • Identify activities which are time wasters • Discussing how time wasting can be avoided. • Discussing ways in which we can save fuel • Modelling energy saving stoves • Planting trees, grass and flowers 	<ul style="list-style-type: none"> • Sample budget resource person • Charts • Markers • Masking tape/glue • Cassava paste • Wall clock/watches/mobile phone • Stoves • Paraffin • Match box • Paraffin candles • Solar panels • Charcoal • Local environment • Tree seedlings • Nursery beds

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
	<ul style="list-style-type: none"> • Singing songs about environmental conservation • Reciting poems about forests 	
<p>1.2.3. Importance of recreation (5 hours)</p> <ul style="list-style-type: none"> • Learning new skills and knowledge • Amusement • Enjoyment and fun • Exercises the body for fitness • Rest • Entertainment and sports • Managing stress – relax • Improving the quality of life • Mental health improvement • Build family unity • Promote cultural diversity • Eliminates loneliness and boredom • Generate income • Meet friends • Increase tourism. 	<ul style="list-style-type: none"> • Discussing the importance of recreation. • Describing how they use their leisure time. 	<ul style="list-style-type: none"> • Pictures of recreation activities • Real objects (balls, ropes, etc.)
<p>1.2.4. Basic needs <i>(Examples of basic needs and people who provide the services)</i> <i>(5 hours)</i></p> <ul style="list-style-type: none"> • Difference between needs and wants 	<ul style="list-style-type: none"> • Using think pair share method, the learners explain what a basic need is • In groups, learners identify the basic needs in the 	<ul style="list-style-type: none"> • Costumes and props for role playing • Resource persons

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Example of basic needs (food, shelter, safety and security, health, clothing, education) • Providers of basic needs; ourselves / (the individual, government, parents, health workers, NGOs and development partners, security personnel, facilitators, health workers) 	<p>environment and why they are needed</p> <ul style="list-style-type: none"> • Role-playing on provisions for basic needs like preparing food, buying clothes, giving medicines, building houses etc. • Writing stories about provision of basic need in their communities. 	
<p>1.2.5. Leaders in our community <i>(The village, local committee, composition and functions)</i></p> <p>Composition of the village local committee</p> <ol style="list-style-type: none"> 1. Chairperson 2. Vice Chairperson 3. The General Secretary 4. The Secretaries <ul style="list-style-type: none"> • Roles of local Village Committees <ul style="list-style-type: none"> - To settle quarrels and disputes - To protect people and their property 	<ul style="list-style-type: none"> • Identifying things that promote peace and security • Discussing ways of resolving conflict • Singing songs on keeping peace • Reciting rhymes • Telling and re-telling stories related to peace making and keeping 	<ul style="list-style-type: none"> • Resource person

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<ul style="list-style-type: none"> - To sensitise people on government policies and programs - To mobilise people - Guiding and counselling people 		
<p>1.2.6. Non-living components of the environment and physical features (10 hours)</p> <p>a) Non-living the components of the Environment “Soil/rocks, air, water</p> <p>b) Physical features e.g., mountains, lakes, rivers, valleys and plains (importance, challenges and care)</p> <ul style="list-style-type: none"> • What non-living components of the environment are • Examples of non-living components of the environment (rocks, soil, water bodies, air) • Relationship between non-living components of the environment and physical features (physical features support life in different ways) 	<ul style="list-style-type: none"> • Collecting samples of non-living component in the environment e.g., soil, rocks, water etc. • Classification of non-living components in the environment • Making a field visit to observe and record about physical features within the environment like valleys, hills, escarpments, water bodies etc. • Writing stories about physical features and non- physical components of the environment • Demonstrating practices for properly managing the physical features 	<ul style="list-style-type: none"> • Samples of non-living components in the environment (rocks / soils, minerals, water, etc.) • Physical features within the localities

Sub-theme / Content	Teaching/ Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Examples of physical features (rift valleys, mountains, rivers, lakes, swamps, plateaus, plains) • Uses of the non-living components of the environment; homes for living things, for breathing, industrial use, for construction, tourist attraction, educational purposes, farming. • Management of non-living components of the environment/physical features. • Challenges in the management of non-living components of the environment/physical features 	<p>/ non- living components of the environment</p>	

Assessment Guidelines

The learner:

- establishes and manages a vegetable garden (setting up a nursery bed, care for the seedlings, harvesting and marketing of vegetables)
- demonstrates the concept of basic needs and social services provided in the families and communities. *(Types of basic needs, different social services provided to families and communities.)*

- demonstrates sustainable utilisation of non-living resources in the environment. (care and management of non – living components of the environment / physical features, proper utilisation of non – living components of the environment / physical features)

Guidance to the Facilitator

1. Guide learners to role play activities of various social service providers (nurses, doctors, facilitators, security).
2. Organise a simple field study for the learners to interact with some physical features
3. Encourage learners to set up a nursery bed and manage it.

Level One: Session Three

Overview

In the areas of crop husbandry, learners will learn agro-forestry. This should be handled practically using environmentally friendly tree species. In the area of animal husbandry learning will focus on the principles and practices of poultry keeping. Remember that poultry does not only refer to chicken but a variety of valuable birds kept at home. Proper use of resources, cultural festivals, hygiene and sanitation, peace and security, and climate and weather etc.

Sub-theme / Content	Suggested Teaching / Learning Activities	Instructional Resources
<p>1.3. 1. Agro-forestry and growing fruits trees (<i>teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants</i>) (10 hours)</p> <ul style="list-style-type: none"> • The concept of agro-forestry 	<ul style="list-style-type: none"> • Visiting a tree farm to observe and record different tree types grown on the farm. • Identifying the reasons for growing the trees as; for hard wood, soft 	<ul style="list-style-type: none"> • Land • Tree seedlings • Local available materials for

<ul style="list-style-type: none"> • Common tree species grown in Uganda • Setting up a tree nursery bed • Land preparation for tree growing; size of holes, spacing, manuring • Caring for trees • Harvesting trees • Processing and use of tree products. • Starting up an agro-forestry unit 	<p>wood, fruits, shade, soil protection etc.</p> <ul style="list-style-type: none"> • Demonstrating practices in setting up a tree nursery bed like collecting seeds, making a shade, collecting soil, planting, watering etc. • Explaining factors to consider when selecting seedling for transplanting like; size, effects of pests, number of seedlings in area etc. • Establishing a home/ school wood lot by clearing the land, digging, making the holes, addition of manure, transplanting etc. • Practicing different ways of harvesting trees like lopping, pollarding and coppicing etc. 	<p>making nursery bed</p> <ul style="list-style-type: none"> • Garden tools • Pesticides
<p>1.3.1. b. Poultry Keeping (<i>Chicken, ducks, turkeys</i>) (10 hours)</p> <ul style="list-style-type: none"> • The concept of poultry keeping • Importance of poultry keeping 	<ul style="list-style-type: none"> • Visiting a poultry farm to observe and record the different birds kept in the farm. • Drawing and labelling the external parts of a hen/cock 	<ul style="list-style-type: none"> • Poultry birds • Local materials for making poultry houses • Poultry feeds

<ul style="list-style-type: none"> • Examples of birds kept at home (chicken, ducks, turkeys) • Types of poultry/ (layers, broilers and dual purpose) • Brooding and caring for the young of poultry • Systems of poultry keeping • Poultry pests and diseases: examples, cause, vectors, signs and symptoms, control and prevention/treatment (coccidiosis, fowl typhoid, new castle, fowl pox) • Poultry vices • Starting up a poultry farm. 	<ul style="list-style-type: none"> • Using local materials in making objects used in poultry keeping like nests, feeding and watering troughs, house etc. • Establishing a poultry project by constructing the poultry house, getting the chicks, feeding the chicks, vaccination of chicks etc. • Demonstrating practices used in control and management of poultry pests and diseases like vaccination, good hygiene etc. 	<ul style="list-style-type: none"> • Feathers • Eggs • Pesticides/Insecticides • Models of feeds and water troughs
<p>1.3.2. Proper use of other resources. (<i>Plastic bottles, polythene, paper, sand (reusing, recycling. Return, refuse/reject, reduce) (5 hours)</i>)</p> <ul style="list-style-type: none"> • Managing resources through recycling, reusing, reducing and refusing • Recycling: glass, paper, cardboard, metal, plastics, tyres, textiles materials • Re-using glass jars, containers/cans, gallons, 	<ul style="list-style-type: none"> • Conducting a nature walk to identify wastes in our environment • Sorting different waste generated in our environment • Identifying different ways of recycling • Making/recycling using old straws, tyres, clothes, etc. 	<ul style="list-style-type: none"> • Plastics • Old tyres • News papers • Metals, • Polythene • Cardboards • Glass jars • Containers/ cans • Gallons • Plastic bottles

<p>plastic bottles, straws, newspapers, magazines, paper bags, clothes, buy durable goods</p> <ul style="list-style-type: none"> • Refusing: avoid products wrapped in plastics, use your own reusable bags, avoid using disposable materials, and learn to repair rather than discard. • Reducing: Buy only what you will use, remember your grocery bags, buy goods packaged with less waste 	<ul style="list-style-type: none"> • Identifying waste items that can be reused • Discussing ways in which waste materials can be refused • Demonstrating how waste materials can be reused. • Identifying waste materials that can be refused • Discussing why some waste materials should be refused • Identifying waste materials that can be reduced • Discussing ways of reducing 	<ul style="list-style-type: none"> • Straws • Newspapers • Magazine
<p>1.3.3. Cultural Festivals (5 hours)</p> <p>a) Cultural festivals</p> <ul style="list-style-type: none"> - Naming according to circumstance e.g., twins, gods, clan, seasons, seasonal activities, sex <p>b) Initiation practices</p> <ul style="list-style-type: none"> - Circumcision - Detothing - Tattooing <p>c) Importance of initiation</p>	<ul style="list-style-type: none"> • Demonstrating any one cultural festival • Role playing the naming children their community. • Role-playing circumcision • Discussing the importance of initiation 	<ul style="list-style-type: none"> • Artefacts • Resource person • Costumes

<ul style="list-style-type: none"> - Identify/belonging - Recognition - Transition from childhood to adulthood 		
<p>1. 3. 4. Hygiene and Sanitation (10 hours)</p> <ul style="list-style-type: none"> • The concept of hygiene and sanitation • Essential sanitary materials (brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps) • Hygienic practices; cleaning body parts, washing and ironing clothes / beddings • Sanitary practices; cleaning the environment, cleaning utensils, proper rubbish disposal, proper waste management, cleaning and maintaining water sources, water purification, proper food handling practices, drying clothes and utensils. • Why practice good sanitation and hygiene 	<ul style="list-style-type: none"> • Demonstrating the basic hygienic and sanitary practices at home and in school like clearing bushes, proper use of rubbish bins and rubbish pits proper use of toilets etc. • Collecting local materials for making sanitary materials • Making essential sanitary materials like bathing sponge and sanitary pads from the local materials. • Visiting a water source to observe and record source of contamination and how to keep the water sources clean • Demonstrating practices for keeping water sources clean e.g., slashing around, 	<ul style="list-style-type: none"> • Sanitary materials made from available local materials (broom, toilet covers, drying racks, sanitary pads, cloth lines • Water • Soap • Crotchet needles • Needles • Couch grass • Nails • Timber / cotton cloths • Hoe • Slasher

	planting grasses, fencing etc.	
<p>1.3.5: Peace and security (5 hours)</p> <ul style="list-style-type: none"> • Factors that promote peace and Security <ul style="list-style-type: none"> - Good relations, helping - Caring for one another - Observing rights and responsibilities - Forgiving, praying, guiding others, love, obedience, respect - Practicing religious societal norms • People who keep peace and Security <ul style="list-style-type: none"> - The Police - Religious leaders - Parents - Facilitators - LCs - Elders - Army, LDU's and Youth • Importance of peace and Security • Causes of insecurity • Effects of insecurity 	<ul style="list-style-type: none"> • Identifying ways of working together • Telling and retelling stories related to living together • Reciting rhymes of working together related to activities • Demonstrating activities • Singing songs on activities • Identifying different ceremonies in the community • Singing cultural songs related to different ceremonies • Dramatising social events • Telling stories about ceremonies • Reciting rhymes about social events. • Discussing importance of social activities • Singing cultural songs related to work and social activities. 	<ul style="list-style-type: none"> • Local environment • Pictures • Resource person • Artefacts • Royal regalia • Cultural symbols

	<ul style="list-style-type: none"> • Demonstrate how social activities promote culture. • Discussing how social activities help us to acquire new skills. 	
<p>1. 3.6. Climate/Weather (10 hours) <i>(Definition, elements, changes in the weather, seasons and activities, effects of changes, managing changes, Disaster Risk Reduction (DRR))</i></p> <ul style="list-style-type: none"> • The concept of weather and climate • Elements of weather (wind, rainfall, cloud, sun) • Seasons; what they are, the different seasons (rainy season and dry season), activities one during different seasons • Climate related disaster (drought, flooding, lightning/ thunder, land/mud slides, storms, etc.) 	<ul style="list-style-type: none"> • Visiting a weather station to observe the different weather instruments and how they work. • Observing /measuring elements of weather (rainfall, humidity, wind, temperature) using the weather instruments. • Recording data on the direction of wind, patterns of rainfall and sunshine. • Writing/ telling stories about changes in weather and how they can be useful and dangerous to us. • Practicing Disaster and Risk Reduction methods like afforestation, correct weather forecast. 	<ul style="list-style-type: none"> • Weather measuring instrument (rain gauge, thermometer, hygrometer, wind vane, barometer)

Assessment Guideline

The learner:

- demonstrates how to prepare land for agro-forestry (prepare seeds for transplanting, preparing land, care for seedlings, grafting trees).
- demonstrates best practices in poultry keeping.
- makes local materials used in poultry keeping.
- demonstrates basic hygienic and sanitation practices for health.
- makes basic sanitary materials.
- measures elements of weather and design disaster and risk reduction methods and strategies.

Guidance to the Facilitator

1. Guide learners to prepare land, collect seed (mangoes, lemons) and plant, care until it is ready for grafting.
2. Help learners to set up a poultry house.
3. Organise a practical activity for your learners to participate in the proper maintenance of sanitation and hygiene.

Sample Scheme of Work for Livelihood Skills

Wk	Pd	Theme	Sub-Theme	Content	Competence		Methods / techniques	Instructional materials	Activities	Indicators of Life skills and Values	Ref	Rem
					Subject	Language						
1	1	Financial literacy	Resources we need in our daily life	Our resources - water - food - money - time	The learner: - identifies resources needed in our daily life - discusses ways of saving resources	The learner; - pronounces, reads, spells and uses the words in sentences. - Resources - Saving -	- Visits - Observation - Group discussion -	- Local environment - Water - Food - Money	- Pronouncing, spelling, and reading key vocabulary - In pairs, identifying resources needed in our daily life - Discussing the importance of food, water, money and time - Discussing in groups ways of saving; a) money b) food c) water d) time	Sharing Concern Caring Responsibility	SIG Facilitator's Guide SIG curriculum	

Sample Lesson Plan for Livelihood Skills

Day	Date	Class	Subject	Time	No. of Learners		Total
					Boys	Girls	

Theme:	Financial literacy
Sub-theme:	Resources we need in our daily life
Subject competences	The learner: <ul style="list-style-type: none"> identifies resources needed in our daily life discusses ways of saving resources
Language competences	The learner: <ul style="list-style-type: none"> pronounces the key words correctly constructs sentences using the words correctly listens to and reads the key words, resources saving
Life skills & values (Indicators)	<ul style="list-style-type: none"> Sharing Caring Concern
SST skills	<ul style="list-style-type: none"> Observing, writing
Methods / techniques:	<ul style="list-style-type: none"> Group discussion Questioning and answering Observation Field study Drawing
Instructional resources	Local environment
References:	<ul style="list-style-type: none"> SIG Curriculum Facilitator's Guide Learner's book

Teaching Procedure

Time	Steps	Facilitator/ Instructor Activities	Learner's Activities
05 min	1	<p>Rationale: The facilitator explains why the content they are going to learn is relevant to their daily life, and where they can apply the knowledge and skills learnt.</p> <p>Introductory activities</p> <p>The facilitator:</p> <ul style="list-style-type: none"> introduces the concept of resources by asking learners to mention the things that they use daily. asks learners the uses of these things. asks learners how life would have been without these things. takes learners outside the classroom to identify the resources that exist in their local area. 	<ul style="list-style-type: none"> Listening and sharing with the facilitator their experiences. Identifying the things that they use daily (food, air, water, electricity, house, chairs) Mentioning the uses of these things to them Mentioning what would happen if these things were not there (misery, hunger, death, discomfort) Identifying resources in their local environment
20 min	2	<ul style="list-style-type: none"> guides learners to pronounce and read the key words (resources saving). discusses with the learners the meaning of resources 	<ul style="list-style-type: none"> Discussing the meaning of resources. Identifying resources needed in our daily life

		<p>(things that we use to meet our needs in life).</p> <ul style="list-style-type: none"> guides the learners identify the resources they need in our life. 	<ul style="list-style-type: none"> Discussing ways of saving resources Reading the key words and use them in sentences.
10 min	3	<ul style="list-style-type: none"> guides learners to discuss ways of saving resources (Food) <ul style="list-style-type: none"> Storing/granaries Preserving food Preparing adequate food for meal a) asks learners to avoid wastage of food during the season of fruits (mangoes, jackfruit,) <p>Water</p> <ul style="list-style-type: none"> Rain Harvest water Safe ways of water storage Proper use of water b) Money <ul style="list-style-type: none"> Keeping money in banks Using wooden/metallic boxes Investing in assets e.g., animals, land 	<ul style="list-style-type: none"> Identifying the costs of resources that they use at their homes Discussing how they obtain these resource Calculating the value of these in terms of number of cattle, bunches of fish etc. Discussing ways of saving the resources that they use daily Participating in practical activities to save some local resources Identifying how they will apply the knowledge and skills they have gained in the

		<ul style="list-style-type: none"> - Planning before you spend <p>c) Time</p> <ul style="list-style-type: none"> - Plan and manage time for every activity - Avoid time wasting activities - Avoid unnecessary visits <p>HOW THIS APPLIES TO MY DAILY LIFE</p> <p>The facilitator asks learners how the content of the day related and can be applied in his / her daily life</p>	<p>lesson during their life at home.</p>
05 min	IV	<ul style="list-style-type: none"> • The facilitator/ instructor asks questions about the learnt competences to: <ul style="list-style-type: none"> a) Individually read aloud the key words b) Demonstrate traditional ways of harvesting water c) Suggest assets in the learners' local community where they can invest money 	<ul style="list-style-type: none"> • Answering questions either in groups or in pairs

SELF EVALUATION

Strengths:

Areas that require improvement:

Way forward:

TEACHING ART AND CRAFTS

Background

Art and Crafts (CAPE 3), is a practical subject that will equip the individual with basic skills and knowledge to exploit the environment for self-sustenance and national development. The White Paper of 1992 endorsed the objective of the subject: "To develop a variety of basic practical skills for enabling individuals to make a living in a multi-skilled manner." In ensuring that the sustainable development goals are met, specifically goal #4, special interest groups (SIGs) like nomads and fishing communities must not be left behind. A curriculum for these groups has been developed and this curriculum will go a long way to support the facilitator to deliver the subject.

Rationale/Goal/Purpose

The development of CAPE 3 curriculum for the SIGs is one of the strategies to equip the participants with practical skills despite their setting and age. CAPE 3

will enable participants to participate in production activities as a source of gainful employment. Using the knowledge and skills acquired, the participants will be able to cause an impact on the community in which they live, and increase production and productivity. This will lead to increased household income, job creation and self-reliance. The gender disparities in households, society, and their implications will also be addressed through CAPE 3.

General Approaches to the Teaching of Art and Technology

To ensure effective teaching and learning of CAPE 3, the following methodologies have been suggested:

- Inquiry approach: this involves asking how things are and how they work, operate, exist or are located.
- Analysis of events, situations, objectives and processes.
- Practicing how things operate or work.

Methods

Below are some methods of teaching which can be applied:

- Discovery
- Discussion
- Experimentation
- Demonstration
- Practice
- Role-play
- Problem-solving
- Project work
- Field visits
- Exhibitions
- Group work

General Guidance to the Facilitator

- i) Ensure that a variety of sample finished products are available.
- ii) Resources – collect the required materials & objects before the lesson.
- iii) Guide the participants to sort the materials depending on their nature, structure and quality.
- iv) Together with the participants, prepare the materials most appropriately.
- v) Ensure frequent checking of the participants' progress as they work.
- vi) Demonstrate to the participants on how different products are made before giving them work.
- vii) Participants may work as individuals or in groups to accomplish certain tasks.
- viii) Assist the participants to cost, price and market their articles.
- ix) If there's need to paint or decorate the materials, objects, they may do it as individuals or in groups.
- x) Do continuous assessment of the participant's projects.
- xi) Assess the participant's progress as they work.
- xii) If there is need to dye the materials, it may be done before use.
- xiii) Guide participants in groups or individually as they work.
- xiv) Encourage participants to do individual or group work.
- xv) Display assorted materials and tools for participants to observe.
- xvi) Participants, where necessary, may work in groups to enable them help each other.
- xvii) Work closely with participants and guide them.
- xviii) A resource person may be invited to assist carry out the practical work.
- xix) Participants should display their work ready for selling.
- xx) If you are designing a poster or banner, take a critical observation of posters as you move around before you teach the topic.
- xxi) Emphasise safety rules as the participants use sharp objects like; razor blades or knives
- xxii) Rely on locally available materials for affordability.
- xxiii) Give the participants enough time to collect the required information especially when conducting market surveys.

Art and Technology Level One Content

	Period/Time
1. Drawing (theory)	2
2. Painting using colour from local environment	2
3. Drawing shapes of cattle and boat	2
4. Making coiled baskets	8
5. Tie and dye (one method only)	4
6. Plaiting mats or ropes	8
7. Drawing parts of human body	2
8. Carving stools	4
9. Drawing animals, insects, plants	2
10. Sources of business and types	2
11. Market survey	2
12. Weaving ropes and fishing equipment	6
13. Weaving baskets, granaries	6
14. Modelling in clay (stoves, pots, briquettes)	6
15. Tie and dye (one method)	4
16. Mosaic and collage	6
17. Drawing poultry, models	2
18. Recycling	4
TOTAL	<u>72</u>

The Curriculum Scope and Sequence for Art and Crafts

Level One: Session One

Session Overview

In this session, the facilitator should cover the understanding of lines; their use in drawing, pattern making after coming up with shapes/drawings. The participants should be introduced to using of colours/ paints. They will be introduced to weaving of different items including plaiting of items; introduced to drawing of human figure in order to learn to appreciate the different body parts. Participants will also be introduced to carving in different materials depending on availability i.e., wood, soap, horns etc.

Topic and Content	Suggested Teaching/Learning Activities	Resources
1.1.1 Drawing <ul style="list-style-type: none"> Understanding lines Making patterns Colours 	The facilitator: <ul style="list-style-type: none"> Asks participants to identify lines in the work of art. Explains what drawing is. Asks participants to describe materials and tools used in drawing. using flash cards, asks participants to read, pronounce and spell words related to drawing. demonstrates making of patterns using different edges. demonstrates drawing shapes from lines. demonstrates shading the pictures. 	<ul style="list-style-type: none"> Papers Pencils Rubbers

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • guides participants on displaying the work. <p>The participant:</p> <ul style="list-style-type: none"> • identifies lines in the work of art. • explains what drawing is. • describes materials and tools used in drawing. • reads, pronounces and spells words related to drawing. • practices making of patterns using different edges. • draws shapes from lines. • shades the pictures. • displays and peer critiques the work. 	
<p>1.1.2. Painting and colouring</p> <ul style="list-style-type: none"> • making colour using local materials • Mixing and using colours 	<p>The facilitator:</p> <ul style="list-style-type: none"> • Asks participants to identify colours in the environment. • explains uses of colour. • asks participants to observe and describe the colours they see in the environment. • using flash cards, the facilitator asks participants to read, pronounce and spell words related to colours. • ask participants to identify local materials for making colours. 	<ul style="list-style-type: none"> • Papers • Pencils • Coloured pencils • Crayons • Paint/colour

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • demonstrates mixing and categorising colour into primary and secondary colours. • demonstrates how to use colour. <p>The participant:</p> <ul style="list-style-type: none"> • identifies colours in the environment. • explains uses of colour. • observes and describes the colours he/she sees in the environment. • reads, pronounces and spells words related to colours. • identifies local materials for making colours. • practices mixing and categorising colour into primary and secondary colours. • uses colour. • displays and peer critiques work. 	
<p>1.1.3. Making Baskets</p> <ul style="list-style-type: none"> • Making a coiled basket • Making a woven basket 	<p>The facilitator:</p> <ul style="list-style-type: none"> • asks participants to identify materials used to make a coiled or woven basket. • asks participants to observe and describe materials used in making coiled or woven baskets. • using flash cards, asks participants to read, pronounce 	<ul style="list-style-type: none"> • Grass • Fibres • Straws • Needles • Strips of: <ul style="list-style-type: none"> - Cane - Palm leaves - Sisal

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<p>and spell words related to making baskets.</p> <ul style="list-style-type: none"> • ask participants to identify and collect materials for making coiled or woven baskets. • demonstrates making a coiled basket. • demonstrates weaving a basket. <p>The participant:</p> <ul style="list-style-type: none"> • identifies materials used to make a coiled or woven basket. • observes and describes materials used in making coiled or woven baskets. • reads, pronounces and spells words related to making baskets. • identifies and collects materials for making coiled or woven baskets. • starts project work on making a coiled basket. • starts project work on weaving a basket. • costs/ prices and sells the basket. 	<ul style="list-style-type: none"> • Raffia
<p>1.1.4. Plaiting</p>	<p>The facilitator:</p> <ul style="list-style-type: none"> • asks participants to identify materials used to plait mats. 	<ul style="list-style-type: none"> • Palm leaves • Papyrus • Banana fibres

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • displays samples of plaited mats. • using flash cards, asks participants to read, pronounce and spell words related to plaiting mats. • ask participants to identify, collect, sort and prepare materials for plaiting mats. • demonstrates how to make and join binding strips. • demonstrates stitching and finishing the mat. • guides participants on costing, pricing and selling. <p>The participant:</p> <ul style="list-style-type: none"> • identifies materials used to plait mats. • observes samples of plaited mats. • reads, pronounces and spells words related to plaiting mats. • identifies, collects, sorts and prepares materials for plaiting mats. • makes and joins binding strips. • plaits a mat. • stitches and finishes the mat. • costs, prices and sells. 	<ul style="list-style-type: none"> • Straws • Grasses • Knife • Needles • Dyes • Dye bath • Sisal fibres

Topic and Content	Suggested Teaching/Learning Activities	Resources
<p>1.1.4. Drawing the human figure</p> <ul style="list-style-type: none"> • Drawing human figure 	<p>The facilitator:</p> <ul style="list-style-type: none"> • Asks participants to identify materials and tools used in drawing human figure. • Explains the process of drawing the human figure in action using stickmen. • Using flash cards, the facilitator asks participants to read, pronounce and spell carving (head, legs, arms, abdomen eyes, ears, nose, etc.). • Asks participants to explain activities about care for the different body parts. • Demonstrates how to draw the human figure in action using stickmen/matchstick method. <p>The participant:</p> <ul style="list-style-type: none"> • identifies materials and tools used in drawing human figure. • using flash cards, the facilitator asks participants to read, pronounce and spell carving (head, legs, arms, abdomen eyes, ears, nose, etc.) • explains activities about care for the different body parts. 	<ul style="list-style-type: none"> • Pencil • Colours • Paper • Crayons • Coloured pencils

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> draws the human figure in action using stickmen/matchstick method. displays the picture. 	
<ul style="list-style-type: none"> Carving 	<p>The facilitator:</p> <ul style="list-style-type: none"> asks participants to identify materials and tools used in carving explains the process of carving using flash cards, asks participants to read, pronounce and spell carving i.e., axe, wood, sand paper, saw, mallet etc. demonstrates how to carve a stool, pestle or ladle. <p>The participant:</p> <ul style="list-style-type: none"> identifies materials and tools used in carving discusses the process of carving reads, pronounces and spells words related to carving i.e., axe, wood, sand paper, saw, mallet etc. carves a stool or wooden ladle in wood. <p>costs, prices and sells the article.</p>	<ul style="list-style-type: none"> Wood Pangas Chisels Sand paper tins

Topic and Content	Suggested Teaching/Learning Activities	Resources
<ul style="list-style-type: none"> • Imaginative composition - Composition basing on abstract ideas like dream, Satan, love, heaven, hell - abstract things - drawing abstract compositions 	<p>The facilitator:</p> <ul style="list-style-type: none"> • asks participants to discuss abstract ideas like dream, Satan, love, heaven, hell • asks participants to name abstract things • asks participants to read, pronounce, spell and constructs sentences using words related to abstract words: heaven, heal, dream love etc. • demonstrates how to draw abstract compositions <p>The participant:</p> <ul style="list-style-type: none"> • describes/discusses abstract ideas like dream, Satan, love, heaven hell. • names abstract things. • reads, pronounces spells and constructs sentences using words related to abstract words: heaven, heal, dream, love, etc. • sketches and draws abstract compositions • mixes colours. • applies colours. • displays pictures. 	<ul style="list-style-type: none"> • Pencil • Colours • Paper • Brushes • Coloured pencils • Boards • Charcoal
<p>Drawing living things</p>	<p>The facilitator:</p>	<ul style="list-style-type: none"> • Pencil • Paper • Rubber

Topic and Content	Suggested Teaching/Learning Activities	Resources
Animals	<ul style="list-style-type: none"> • asks participants to discuss different types of lines used in drawing. • asks participants to name different animals in the environment • asks participants to read, pronounce spell and constructs sentences using words related to animals in the environment. • demonstrates how to draw animals <p>The participant:</p> <ul style="list-style-type: none"> • describes/discusses different types of lines used in drawing. • names different animals in the environment. • reads, pronounces spells and constructs sentences using words related to animals in the environment. • draws animals. <p>displays the drawing.</p>	<ul style="list-style-type: none"> • Environment
1.1.6. Plants	<p>The facilitator:</p> <ul style="list-style-type: none"> • asks participants to name different plants in the environment. • asks participants to read, pronounce spell and constructs 	<ul style="list-style-type: none"> • Pencil • Paper • Rubber • Environment •

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<p>sentences using words related to plants in the environment.</p> <ul style="list-style-type: none"> demonstrates how to draw plants. <p>The participant:</p> <ul style="list-style-type: none"> names different plants in the environment. reads, pronounces spells and constructs sentences using words related to plants in the environment. draws from different plants. displays the drawing. 	
<ul style="list-style-type: none"> Insects 	<p>The facilitator:</p> <ul style="list-style-type: none"> asks participants to name different insects in the environment. asks participants to read, pronounce spell and constructs sentences using words related to insects in the environment. demonstrates how to draw plants. <p>The participant;</p> <ul style="list-style-type: none"> names different insects in the environment. reads, pronounces spells and constructs sentences using 	<ul style="list-style-type: none"> Pencil Paper Rubber Environment

Topic and Content	Suggested Teaching/Learning Activities	Resources
	<p>words related to insects in the environment.</p> <ul style="list-style-type: none"> • draws from different insects. • displays the drawing. 	
<ul style="list-style-type: none"> • Water mammals and egg laying animals 	<p>The facilitator:</p> <ul style="list-style-type: none"> • asks participants to name different water mammals and egg laying animals in the environment. • asks participants to read, pronounce spell and constructs sentences using words related to water mammals and egg laying animals in the environment. • demonstrates how to draw water mammals and egg laying animals. <p>The participant:</p> <ul style="list-style-type: none"> • names different water mammals and egg laying animals in the environment. • reads, pronounces spells and constructs sentences using words related to water mammals and egg laying animals in the environment. • draws from different water mammals and egg laying animals. 	<ul style="list-style-type: none"> • Pencil • Paper • Rubber • Environment •

Topic and Content	Suggested Teaching/Learning Activities	Resources
	displays the drawing.	

Assessment Guidelines

The key competences to assess include the following;

The participant:

- shows originality in attributes such as shape/form, colour/tone and texture through drawing.
- makes a basket from locally available materials.
- describes materials for making baskets.
- appropriately prepares materials for plaiting and makes a plaited article.
- draws from a human figure in consideration of shape/form, colour/tribe, texture and proportion.
- makes different articles from wood by use of carving tools.
- sketches abstract ideas.
- mixes colours
- expresses the abstract idea by painting.

Guidance to the Facilitator

Guide participants to:

- i) identify local materials and colours in the environment.
- ii) make a colour wheel in order to understand how to mix colours
- iii) on identification, collection, preparation and use of different materials to make baskets.
- iv) understand wood properties, wood carving tools and how to carve different items/articles
- v) draw simple stories (imaginative composition).

Level One: Session Two

Overview

In this session, the facilitator covers the process of making farm implements and tools as part of the sub-theme on, “Proper land use practices”. The session will cover sources of business capital or funds that help set up projects on land use. Participants will be facilitated to acquire competencies in conducting a market survey for produce and be able to draw or paint cattle and related farm items. The facilitator will cover weaving or making items used in cattle rearing or fishing (i.e. weaving mats, baskets and granaries), Modelling using different materials is also covered. This includes modelling pots/flower vessels, energy saving stoves, Briquette making, candle, and making recreational items. The facilitator will introduce designing and decorating fabric (Tie and dye) for health living and making utilitarian and decorative items from non-living components of the environment.

Content	Suggested Teaching/Learning Activities	Resources
1.2.1 Making farm implements and tools	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • displays different farm implements and tools. • asks participants to observe sample farm implements like hoe handles, oars etc. and discuss the materials used to make them. • asks participants to read, pronounce spell and constructs sentences using words related to farm implements and tools. • demonstrates how to make hoe handles, watering cans, containers. • The participant: <ul style="list-style-type: none"> • observes sample farm implements like hoe handles, oars etc. and discusses the materials used to make them. 	<ul style="list-style-type: none"> • Hard wood • Machete/panga • Saw • Sand paper

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • reads, pronounces spells and constructs sentences using words related to farm implements and tools. • makes hoe handles, watering cans, containers. • costs, prices and sells farm implements. 	
<p>1.2.2. Sources of business capital/ sources of business funds</p>	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • asks participants to discuss what they understand as capital. • asks participants to discuss the importance of business funding. • guides participants through the steps/process of getting business funding. • asks participants to read, pronounce spell and constructs sentences using words related to business. • guides participants to identify different sole trade proprietorship e.g., hawking, road side trade, market vending. • Explains other different business forms. • The participant: <ul style="list-style-type: none"> • discusses what he/she understands as capital • and the importance of business funding. • listens and notes the steps/process of getting business funding. • reads, pronounces, spells and constructs sentences using words related to business. • identifies different sole trade proprietorship e.g., hawking, road side trade, market vending. • discusses other different business forms. 	<ul style="list-style-type: none"> • Papers • Pens • Time • Resource persons • Chart showing different sources of funds (banks, post office)

Content	Suggested Teaching/Learning Activities	Resources
1.2.3. Conducting a market survey	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • asks participants to discuss what they understand by market survey. • guides participants through the process of technically gathering information. • guides participants through the process of assessing and interpreting information. • asks participants to discuss the different business opportunities business funding. • The participant: <ul style="list-style-type: none"> • discusses what they understand by market survey. • guides participants through the process of technically gathering information. • guides participants through the process of assessing and interpreting information. • asks participants to discuss the different business opportunities. 	<ul style="list-style-type: none"> • Papers • Pens • Time • Resource persons
1.2.4. Drawing/painting cattle and related farm items	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • asks participants to discuss drawings they have seen. • asks participants to name the different animals found on a farm. • asks participants to discuss the different equipment on a cattle or fish farm. • guides participants through the process of drawing and colouring animals. • The participant: <ul style="list-style-type: none"> • discusses drawings they have seen. • names the different animals found on a farm. 	<ul style="list-style-type: none"> • Pencils • Papers • Colours • Crayons • Coloured pencils

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • discusses the different equipment on a cattle or fish farm. • draws and colours animals. 	
<p>1.2.5. Weaving or making items used in cattle rearing or fishing</p> <p>Weaving mats</p> <p>Weaving baskets and granaries</p>	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • Displays sample ropes, fishing baskets and mats. • asks participants to identify materials used to make the different items. • asks participants to collect materials for weaving. • guides participants through the process of weaving nets, mats or fishing baskets as the case may be. • The participant: <ul style="list-style-type: none"> • observes sample ropes, fishing baskets and mats. • identifies materials used to make the different items. • collects materials for weaving. • weaves ropes, nets, mats or fishing baskets as the case may be. • costs, prices and sells. 	<ul style="list-style-type: none"> • Sisal fibres • Papyrus leaves • Fibres • Canes • Knife • Panga • Resource persons • Reeds
<p>1.2.6. Modelling pots/flower vessels</p>	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • explains how to identify (properties of clay), collect and prepare clay. • asks participants to identify, collect and prepare clay for modelling. • guides participants through the process of modelling: clay sieving, kneading, sorting, applying grog, using different pottery methods. 	<ul style="list-style-type: none"> • Clay • Resource persons • Modelling tools e.g., sticks, strings, seeds, paint.

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • guides participants in the finishing of pots and flower vases. • guides in the process of drying. • guides participants in the process of kiln making. • Guides participants in the process of firing. • The participant: <ul style="list-style-type: none"> • identifies (properties of clay), collect and prepare clay. • identifies, collect and prepares clay for modelling. • models: sieves clay, kneads, sorts, applies grog, and models using different pottery methods. • finishes of pots and flower vases. • dries pots/vases. • builds a simple kiln. • fires pots/vases. • costs, prices and sells pots/vases. 	<ul style="list-style-type: none"> • Sample products.
1.2.7 Modelling energy saving stoves	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • explains how to identify (properties of clay), collect and prepare clay. • asks participants to identify, collect and prepare clay for modelling. • guides participants through the process of modelling energy saving stoves: clay sieving, kneading, sorting, applying grog, using different pottery methods. • guides participants in the finishing of energy saving stoves. • guides in the process of drying energy saving stoves. 	<ul style="list-style-type: none"> • Clay • Resource persons • Modelling tools e.g., sticks, strings, seeds, paint • Sample products

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • guides participants in the process of kiln making. • guides participants in the process of firing energy saving stoves. • The participant: • identifies (properties of clay), collects and prepares clay. • identifies, collects and prepares clay for modelling energy saving stoves. • models: sieves clay, kneads, sorts, applies grog, and models using different pottery methods. • finishes off energy saving stoves. • dries energy saving stoves. • builds a simple kiln. • fires energy saving stoves. • fixes the metal protection to the energy saving stoves. • costs, prices and sells pots/vases. 	
<p>1.2.8 Briquette making</p>	<ul style="list-style-type: none"> • The facilitator: • Explains how to identify materials for making briquettes, collect and prepare the materials. • Asks participants to identify, collect clay, materials for oxidation, binders and prepare clay for briquettes. • Guides participants in oxidizing materials (banana peelings, husks, potato peelings, etc.). • Demonstrates making briquette moulds. • Demonstrates making briquettes. 	<ul style="list-style-type: none"> • Clay • Resource persons • Modelling tools e.g., sticks, strings, seeds, paint. • Sample products.

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • guides participants in the finishing of briquettes • guides in the process of drying briquettes. • Guides participants in the process of packaging for sale. • The participant: <ul style="list-style-type: none"> • Identifies materials for making briquettes, collects and prepares the materials. • identifies, collects clay, materials for oxidation, binders and prepares clay for briquettes. • Practices oxidizing materials (banana peelings, husks, potato peelings etc.). • Practices making briquette moulds. • practices making briquettes • dries briquettes. • packages briquettes for sale. • costs, prices and sells briquettes. 	<ul style="list-style-type: none"> • Timber or wood planks
1.2,9. Modelling candles	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • Explains how to identify, collect and prepare materials for making candles. • Asks participants to identify, collect and prepare wax for candle making. • Demonstrates how to make a candle mould. • describes steps in making candles • guides participants in making candles out of bees' wax. • Demonstrates putting the wick in the candle. 	<ul style="list-style-type: none"> Bees wax Candle wax Charcoal or fire Wick Candle stands Nails Timber/ wood planks

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • Guides participants in the finishing of candles i.e., colouring, trimming and mounting. • Guides participants in the process of packaging for sale. • The participant: <ul style="list-style-type: none"> • identifies materials for making candles, collects and prepares the materials for candle making. • makes a candle mould. • makes candles out of bees' wax. • Properly puts the wick in the candle. • finishes candles i.e., colouring, trimming and mounting • packages candles for sale. • costs, prices and sells briquettes 	
1.2.10 Making recreational items	<ul style="list-style-type: none"> • the facilitator: <ul style="list-style-type: none"> • displays different recreational items (balls, merry go rounds, car models, boat models) • explains how to identify materials for making recreational items (balls, merry go rounds, car models, boat models) • ask participants to identify, collect and prepare materials for making recreational items (balls, merry go rounds, car models, boat models) • guides participants through the process of making recreational items (balls, merry go rounds, car models, boat models) • the participant: <ul style="list-style-type: none"> • identifies different recreational items (balls, merry go rounds, car models, boat models) 	<ul style="list-style-type: none"> • fibres • wood • chisels • panga • knife

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> identifies materials for making recreational items (balls, merry go rounds, car models, boat models) identifies, collects and prepares materials for making recreational items (balls, merry go rounds, car models, boat models) makes recreational items (balls, merry go rounds, car models, boat models) displays (balls, merry go rounds, car models, boat models) 	
<p>1.2.11. Designing and decorating fabric (Tie and dye) for health living</p>	<ul style="list-style-type: none"> The facilitator: <ul style="list-style-type: none"> displays sample dyed items asks participants to identify different materials for making dyes. ask participants to describe how to process dyes. ask participants to identify materials to be dyed for use in making crafts (palm leaves, sisal, raffia). ask participants to discuss, pronounce, and write different words related to dying (dye, fixative, etc.). demonstrates making/ preparing dyes for palm leaves, sisal, raffia in different colours. Demonstrates dying techniques (tying, folding, sewing and applying dyes). guides participants on how to display and critique work. The participant: <ul style="list-style-type: none"> observes sample dyed items. identifies different materials for making dyes. 	<ul style="list-style-type: none"> Sample of tie and dye pieces of cloth. Dyes i.e., man-made and natural Salt, water, spoons Fire wood/char coal Containers Pieces of paper Fixative Raffia Sisal, thread and flat iron

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • describes how to process dyes. • identifies materials to be dyed for use in making crafts (palm leaves, sisal, raffia). • discusses, pronounces, and writes different words related to dying (dye, fixative, etc.) • makes/ prepares dyes for palm leaves, sisal, raffia in different colours • dyes using different techniques (tying, folding, sewing and applying dyes). • display and critique work. 	<ul style="list-style-type: none"> • Samples of tie and dye pieces of cloth. • Different dyes • Salt • Water • Stove • Flat iron • Fixative • Thread • Spoons
1.2.12 Making utilitarian and decorative items from non-living components of the environment	<ul style="list-style-type: none"> • The facilitator: • Displays sample mosaics. • asks participants to identify different materials for mosaics. • asks participants to describe how to process mosaics. • asks participants to identify materials for use in making mosaics. • asks participants to discuss, pronounce, and write different words related to mosaics (seeds, colours, glue, paint, vanish, glasses, stones, plywood/cardboard, etc.). • demonstrates making/ preparing mosaics demonstrates techniques of making mosaics. • guides participants on how to display and critique work. • The participant: 	<ul style="list-style-type: none"> • Dry banana leaves • Seeds • Coloured paper • Glue • Paint/dye • Vanish • Glasses • Stones • Plywood/c cardboard

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none"> • observes sample mosaics. • identifies different materials for mosaics. • describes how to process mosaics. • identifies materials for use in making mosaics. • discusses, pronounces, and writes different words related to mosaics (seeds, colours, glue, paint, vanish, glasses, stones, plywood/cardboard, etc.). • prepares mosaics. • makes mosaics. • vanishes/paints. • displays and critiques work. 	
Making Collage	<ul style="list-style-type: none"> • The facilitator: <ul style="list-style-type: none"> • Displays sample collages. • asks participants to identify different materials for collages. • asks participants to describe how to process collages. • asks participants to identify materials for use in making collages. • asks participants to discuss, pronounce, and write different words related to collages (seeds, colours, glue, paint, vanish, glasses, stones, plywood/cardboard, etc.) • demonstrates making/ preparing collages demonstrates techniques of making collages. • guides participants on how to display and critique work. • The participant: <ul style="list-style-type: none"> • observes sample collages. 	<ul style="list-style-type: none"> • Seeds • Coloured paper • Glue • Paint/dye • Vanish • Glasses • Stones • Plywood/c cardboard • Shells

Content	Suggested Teaching/Learning Activities	Resources
	<ul style="list-style-type: none">• identifies different materials for collages.• describes how to process collages.• identifies materials for use in making collages.• discusses, pronounces, and writes different words related to collages (seeds, colours, glue, paint, vanish, glasses, stones, plywood/cardboard, etc.)• makes/ prepares collages.• makes collages.• vanishes/paints.• displays and critiques work.	

Assessment Guidelines

Assessment should focus on the following competences;

The participant:

- makes farm implements
- explains sources, describes procedures of being funded and assess the importance of getting funded.
- tells the meaning of market survey, designs a market survey, describes techniques of gathering information, assess and interprets information.
- identifies, collects, prepares materials and makes baskets.
- identifies various pots, collects appropriate materials prepares clay, makes fires and decorates pots using different techniques.
- identifies fabrics that can be dyed, prepares dyes and dyes fabric using various methods.
- identifies different collages and mosaics, collects and prepares materials and makes collages and mosaics.

Guidance to the Facilitator

Guide participants on;

- i) how to make different farm implements and tools.
- ii) to understand different business types, sources of business from doing and marketing of goods and services.
- iii) To understand clay properties, ways of preparation of clay and how to make clay products like stoves, candles and briquettes.

Level One: Session Three

Overview

In this session, the focus will be on taking forward the skills acquired in the previous sessions basing on the themes in the curriculum. These include drawing and painting, agro-forestry and fruit trees, poultry, recycling waste resources like plastic bottles, polythene, paper and sand to come up with artwork. Also plaiting for cultural festivals, making hygiene and sanitation tools and equipment like toilet covers and brooms.

Content	Suggested Teaching/Learning Activities	Resources
1.3.1 Drawing and painting agro-forestry and fruit trees (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants) (4 periods)	<ul style="list-style-type: none"> • The facilitator: • Guides participants in a discussion about agro-forestry and fruit trees. • Asks participants to describe different agro-forestry and fruit trees. • ask participants to discuss, pronounce, and write different words related to agro-forestry and fruit trees (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants, etc.) • ask participants to describe different tree shapes • demonstrates how to sketch and draw different trees, shrubs and flowers • guides participants on how to display and critique work • The participant: • discusses about agro-forestry and fruit trees. • describes different agro-forestry and fruit trees. 	<ul style="list-style-type: none"> • Environment • Paper • Pencils • Colour/paint • Brushes • Coloured pencils • Charcoal • Crayons

	<ul style="list-style-type: none"> • discusses, pronounces, and writes different words related to agro-forestry and fruit trees. (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants, etc.) • describes different tree shapes. • sketches and draws different trees, shrubs and flowers. • displays and critiques work. 	
<p>1.3.3. Recycling waste resources. Plastic bottles, polythene, paper, sand (reusing, recycling. Return,</p>	<ul style="list-style-type: none"> • The facilitator: • guides participants in a discussion about recycling of waste resources. • asks participants to describe different recyclable waste materials. • asks participants to discuss, pronounce, and write different words related to waste recycling and products. (mats, bags, toys, dolls, puppets, marionettes etc.). • demonstrates how to make utilitarian and decorative items like mats, bags, toys, 	<ul style="list-style-type: none"> • Environment • Waste materials • Used materials e.g. bottles, straws, plastic materials

<p>refuse/reject, reduce) (4 periods)</p>	<p>dolls, puppets, marionettes from refuse/waste materials.</p> <ul style="list-style-type: none"> • Guides participants on how to display and critique work. • The participant: • discusses about recycling of waste resources. • describes different recyclable waste materials. • discusses, pronounces, and writes different words related to waste recycling and products. (mats, bags, toys, dolls, puppets, marionettes etc.) • makes utilitarian and decorative items like mats, bags, toys, dolls, puppets, marionettes from refuse/waste materials. • displays and critiques work. 	
<p>1.3.4. Plaiting for Cultural Festivals (4 periods)</p>	<ul style="list-style-type: none"> • The facilitator: • asks participants to identify materials used to plait mats. • displays samples of plaited mats. • using flash cards, asks participants to read, pronounce and spell words related to plaiting mats. • asks participants to identify, collect, sort and prepare materials for plaiting mats. • demonstrates how to make and join binding strips. • demonstrates stitching and finishing the mat. • guides participants on costing, pricing and selling. • The participant: 	<ul style="list-style-type: none"> • Environment • Banana fibres • Palm leaves • Straws • Raffia • Paper • Knife • Needle • Dye bath • Sisal fibre •

	<ul style="list-style-type: none"> • identifies materials used to plait mats. • observes samples of plaited mats. • reads, pronounces and spells words related to plaiting mats. • identifies, collects, sorts and prepares materials for plaiting mats. • makes and joins binding strips. • plaits a mat. • stitches and finishes the mat. • costs, prices and sells. 	
1.3.5. Making Hygiene and Sanitation tools and equipment (8 periods)	<ul style="list-style-type: none"> • The facilitator: • asks participants to identify materials used to make simple tools and equipment to keep hygiene and sanitation e.g., local brooms from local available materials, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps. • Displays samples of brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps, etc. • using flash cards, asks participants to read, pronounce and spell words related keeping hygiene brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps. • Ask participants to identify, collect, sort and prepare materials to make simple tools and equipment to keep hygiene and sanitation. • Demonstrates how to make simple tools and equipment to keep hygiene and sanitation. 	<ul style="list-style-type: none"> • Wood • Plastic materials • Strings

	<ul style="list-style-type: none"> • Demonstrates finishing simple tools and equipment to keep hygiene and sanitation Guides participants on costing, pricing and selling. • The participant: • Identifies materials used to make simple tools and equipment to keep hygiene and sanitation e.g., local brooms from local available materials, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps. • Observes samples of brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps, etc. • reads, pronounces and spells words related keeping hygiene brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps. • identifies, collects, sorts and prepares materials to make simple tools and equipment to keep hygiene and sanitation. • practices making simple tools and equipment to keep hygiene and sanitation. • finishes simple tools and equipment to keep hygiene and sanitation. • costs, prices and sells. 	
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Assessment Guidelines

The key competences to assess include the following;

The participant:

- draws / paints different plants, trees, shrubs and flowers.
- draws different poultry and models different birds.

- appropriately identifies, collects and prepares materials for plaiting and makes plaited articles.
- makes simple tools and equipment to keep hygiene and sanitation.

Guidance to the Facilitator

Guide participants;

- i) On drawing and drawing techniques.
- ii) To identify different materials from the environment.
- iii) On the identification collection, preparation and use of different materials from the environment to make plaited articles/products.
- iv) To make different tools and equipment for cleaning different surfaces.

Sample Scheme of Work for Art and Technology

Wk	Pd	Module	Theme	Topic	Subject Competences	Language	Content	Instr. Strategies	Learning Activities	Ls And Values	Inst. Resources	Reference	Remarks
•1	•	•Using my environment	•Drawing and painting pictures	•Drawing	<ul style="list-style-type: none"> •The participant; •Describes the drawing •Identifies lines in a work of art •Makes patterns using different edges •Draws shapes from lines •Shades pictures •Displays work done 	<ul style="list-style-type: none"> •The participant; •Explains what drawing is •Describes lines in a work of art •describes patterns using different edges •identifies lines that make shapes in a given work of art •Shades pictures 	<ul style="list-style-type: none"> •What is drawing •Materials and tools used in drawing •Different kinds of lines •Using lines to make shapes •Technique of shading •Displaying 	<ul style="list-style-type: none"> •Discussion •Demonstration •Discovery •Group work •Practice 	<ul style="list-style-type: none"> •Drawing •Colouring 	<ul style="list-style-type: none"> •Creative thinking •Problem solving •Decision making •Appreciation •Sharing 	•	<ul style="list-style-type: none"> •Art &Technology syllabus for Primary four (page 1-2) 	•

Wk	Pd	Module	Theme	Topic	Subject Competences	Language	Content	Instr. Strategies	Learning Activities	Ls And Values	Inst. Resources	Reference	Remarks
•2	•	• Using my environment	• Drawing and painting pictures	• Working with colour	<ul style="list-style-type: none"> • The participant; • Explains colour • Describes colour • Explains how to obtain colour • Discusses how different colours can be made. 	<ul style="list-style-type: none"> • Colours • Materials for making colours • Using colour • Making colour using local materials • Categorises colour into primary and secondary colours • Using different colours. 	<ul style="list-style-type: none"> • Discussion • Demonstration • Discovery • Group work • Practice 	<ul style="list-style-type: none"> • Collecting materials • Making colour • Categorising colours • Mixing colours • colouring 	<ul style="list-style-type: none"> • Decision making • Appreciation • Effective communication • Cooperation • Problem solving • Working in groups • Sharing 	<ul style="list-style-type: none"> • Environment • Papers • Pencils • Rubbers • Colours • Crayons 	<ul style="list-style-type: none"> • Art & Technology syllabus for Primary four (page 3-4) 	<p>AND FISHING COMMUNITIES</p> <ul style="list-style-type: none"> • 	

Sample Lesson Plan for Art and Technology

- Module:** Using my environment
Theme: Drawing and painting pictures
Topic: Working with colour

Competencies

Subject Competencies:

The participant;

- Identifies different colours in the environment
- Identifies local materials for colour
- Makes colour using materials
- Mixes colours
- Uses colour.

Language Competencies:

The participant;

- Describes colour
- Explains how to obtain colour
- Describes how different colours can be made

Methods/strategies

- Discussion
- Demonstration
- Discovery
- Practice

Learning Activities:

- Collecting materials
- Making colours
- Categorising colours
- Mixing colours
- Colouring

Indicators of Life Skills

- Decision making

- Effective communication
- Cooperation
- Appreciation
- Working in groups

Instructional Materials

- Pencils
- Environment
- Papers
- Rubbers

Reference: Art and Technology syllabus for primary 4 pages 3-4

Teaching Procedures

Time (minutes)	Step	Facilitator's Activity	Participant's activity
3	1	<ul style="list-style-type: none"> • Asks the participants to look around in the classroom through the windows and mention the different colours they see. 	<ul style="list-style-type: none"> • Mentions the colours around them
7	2	<ul style="list-style-type: none"> • Introduces the participants to colour by asking them to identify and collect materials within the environment where colour can be obtained from. 	<ul style="list-style-type: none"> • Identifies local materials from the environment • Leaves, flowers, soil, charcoal, chalk, fried bricks
10	3	<ul style="list-style-type: none"> • Group participants and guide them to make colours out of the collected materials. 	<ul style="list-style-type: none"> • Makes colours from the collected materials

3	4	<ul style="list-style-type: none"> • Instructs the participant to categorise the made colours into primary and secondary colours. 	<ul style="list-style-type: none"> • Categorises colour into primary and secondary colours.
15	5	<ul style="list-style-type: none"> • Guides the participants on how to colour and apply the colours surface. • Instructs them to display and critique work done. 	<ul style="list-style-type: none"> • Applies colour on surface using brushes, feathers or directly • Displays and Critiques work done.

Self-Evaluation

Areas of strength:

Areas of improvement:

Way forward:

TEACHING LITERACY

Rationale

Literacy is globally perceived as the foundation of success in formal education. It is a critical indicator of education quality that features in the National goals of education, and in the aims of primary education and a fundamental human right. The Level One Literacy syllabus aims at developing competencies that will enable the learner effectively communicate in a familiar and or local language both in oral and written forms through the development of foundational literacy skills. These literacy skills include: phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension. These skills enable the learner get maximum exposure to opportunities for listening, speaking, reading and writing in that familiar language. This in turn will positively impact on second language acquisition through transfer. For this reason, this curriculum must be implemented in the learner's most familiar language and or local language as the medium of instruction and assessment. Foundational literacy skills will be developed using the six major themes of the curriculum namely: productive living, financial literacy, healthy living, living with others, leisure and hospitality and our environment. Literacy skills enable learners to access and share information across various contexts as elaborated in the content scope and sequence. Acquisition of basic literacy skills in the first year is a critical determinant to education success.

Competency: At the end of Level One the learner should be able to communicate effectively in various contexts related to themes using oral and written forms as well as using a variety of linguistic tools.

Objectives/attainment targets

The learner:

- i) listens to and comprehends various messages.
- ii) communicates clearly using a variety of oral forms.
- iii) reads and interprets illustrations, diagrams, words, sentences and short connected texts.
- iv) expresses himself/herself creatively in oral and written forms.

Methodology

In the first year of implementation of this curriculum, special attention should be given to methods and activities that help the learner to acquire the basic reading and writing using the alphabet of the language of instruction. For this reason, the development of the reading skill must be carefully woven from the target sound/letter, to syllable, to word, sentence and to text. The instructional strategies (methods) prescribed include phonic method, oral language, scaffolding reading, discussion, demonstration, echo reading, collaborative learning, word building games which have been proven to yield early literacy gains. These strategies increase learner's opportunities for listening, speaking, reading and writing using the language of instruction.

The development of literacy skills at this level depends on a lot emphasis on the development of oral skills (listening and speaking). These cater for phonemic awareness, vocabulary and fluency of speech, which are pre-requisites to reading and writing. Through these skills, the learner gets more acquainted with the sound system of the target language on which the more advanced skills - reading and writing, are built. The syllabus therefore, encourages recitation of oral texts in form of rhymes, riddles, tongue twisters, poems, and chants. These are coupled with singing songs, telling and re-telling stories. In the first session, emphasis is also put on developing pre-reading and pre-writing skills whereby, matching picture to picture, word to word and word to picture, recognition of shapes and naming objects are encouraged. Word building games such as breaking words into syllables, building words from syllables (blending and segmenting), building sentences, interpreting pictures as well as reading words and short texts. Pre-writing and writing activities are geared towards the development of mortar skills which form a foundation to writing. For that reason, scribbling, copying, tracing, drawing, writing letter patterns, writing letters, words, sentences and short texts at the end of the level, are prescribed. You are encouraged to choose age-appropriate activities which suite your needs.

Instructional Materials

Effective teaching and learning is supported by use of appropriate instruction materials. The syllabus draws heavily on the already existing local language reading materials wherever it will be implemented. The facilitator is advised to adopt and adapt the available materials to suit the various learning needs of the particular learners at a specific time. In absence of suitable materials, the facilitator is advised to develop them using the available low-cost resources in the environment to support learners learn to read and write using a familiar and or local language. These materials include all word building games such as sound tray, sound fan, bottle line, jigsaws, reading cards, picture cards, letter cards, syllable cards, wall charts, letter shapes, alphabet charts and picture cut -outs from newspapers, used bottles, boxes and sacs.

Special Education Needs and Inclusion

In a normal classroom, different individuals learn differently. This may be as a result of social, physiological and psychological challenges they might be going through. For this reason, you need to be flexible and to adapt the syllabus to ensure that all learners are included in literacy lessons. The Ministry of Education and Sports advocates for the provision of inclusive education under all circumstances. This emphasises the right of all learners to be supported to acquire basic literacy skills irrespective of age, ability, background or gender. It is therefore advisable that before you teach the first literacy lesson; assess your class to establish the various learning needs of every individual learner. It is advisable to group learners according to their needs in order to support them. If your class has more advanced learners in certain areas like reading, encourage them to support the weaker ones through peer-to-peer teaching. In case of overage learners, provide age-appropriate activities and assign them adequate responsibilities but be careful to avoid bullying incidences. The use of sign language, braille scripts, grouping learners, use of large print, pacing learning, collaborative learning and individualised teaching, will help to support those learners who have learning difficulties.

Assessment

Development of literacy skills is a gradual process, which requires continuous assessment. These guidelines have been provided to support the assessment of the specific language skills; however, the facilitator could have more suggestions tailored to the needs of his/her learner and the prescribed competencies. It is suggested the assessment takes place in every lesson and at the end of every unit and a record of the individual learner's progress as well as the class progress should be kept. The results of assessment will help in giving appropriate support and making informed decisions such as promotion of the learner to the next level.

Assessment guidelines

Assessment is a critical aspect of the SIG curriculum. Suggested competencies for assessment are provided at the end of each teaching unit of the curriculum to cater for the four language skills namely: Listening, Speaking, Reading and Writing. These guidelines provide key activities that will help you assess each language skill.

Assessing listening

Listening is the skill which enables the learner to make sense of what they hear. In assessing listening, you should focus on demonstrable behaviour in speech or writing, that will enable you judge the level of perception of your learner. In Level 1, the following activities will enable you assess listening:

- Responding to commands
- Retelling stories heard
- Reciting an oral text from memory
- Completing an oral text e.g., proverb, riddle or chant
- Answering comprehension questions from a heard text
- Summarising a text heard by stating the main idea
- Beating words -breaking words into syllables (segmenting)
- Building words from syllable (blending)
- Use a given word in sentence.

Assessing speaking

This is a skill which focuses on logical expression, articulation and accuracy of the oral presentations. In assessing speaking, the learner should be made to speak. The following activities will help you assess the speaking skill in Level 1:

- Recitation of oral texts e.g., poems, rhymes, tongue twisters, riddles, chats or singing songs.
- Oral descriptions of objects, people places, and events.
- Naming, listing and enumerating different items.
- Making predictions.
- Pronunciation of letter sounds and key words.
- Using words in sentences.
- Narrating events from memory.
- Giving own point of view.
- Summarising a text heard by stating the main idea.

Assessing reading

The reading skill enables the individual make sense of print. In Level 1, the emphasis is put on development of decoding skills - using the knowledge of letter sounds to read syllables and words and gradually read sentences and short texts (3-5 sentences) with comprehension. The facilitator is supposed to demonstrate good reading practices by encouraging proper posture, book handling and reading pace (fluency). The following activities will help you assess reading:

- Blending (building) syllables and words.
- Building words from syllables.
- Building sentences from words.
- Rearranging words to make sentences.
- Matching word to word.
- Matching pictures to words.
- Matching colours and shapes.
- Identifying similarities and differences in pictures.
- Rearranging pictures to form a logical story.
- Interpreting picture sequences.

- Reading words, sentences and short texts.
- Use pictures and illustrations to make predictions.
- Answering questions from a text read or heard.
- Rearranging sentences to form a logical story.
- Summarising stories by stating the main idea(s).

Assessing writing

This is a skill which enables the learner to express themselves using graphic symbols. In Level One the learner must be supported to acquire the basic writing sub-skills of penmanship expressed in accuracy of letter shapes, slant and word spacing. In addition, spelling, punctuation and capitalisation rules must be emphasised. The facilitator therefore should endeavour to demonstrate the best handwriting skills as these will evidently influence the learner competence. The following are the suggested activities for assessing writing skills in Level One:

- Copying and tracing words
- Shading pictures
- Writing letter patterns
- Completing pictures, words and sentences
- Drawing pictures, maps and charts
- Writing a dictated words and sentences
- Labelling pictures using words/ phrases/ sentences
- Writing words, sentences and short (3-5) texts creatively
- Drawing picture sequences
- Completing word puzzles
- Writing short descriptive and narrative texts

Time allocation

Level One literacy instruction has been allocated four or five –40-minute periods a week. That is equivalent to 180 minutes a week. It is suggested that this time is distributed into three, sixty-minute periods a week, equivalent to three *Literacy Hours* as the case is in the formal school setting. The first thirty minutes of each lesson should always be devoted to the development of listening, speaking and

reading skills and the last thirty minutes to the writing skills. The content in each sub-theme covers two weeks, that is, six hours hence six periods.

General guidance to the facilitator

- This guide is meant to support literacy development using the local language and familiar language to the learner. It is strongly suggested that the local language is the language of instruction in all literacy lessons.
- In developing letter sounds, begin with the most common sounds of the language of instruction.
- In the first session teach one sound in a lesson, in the second and third they may be two or three depending on the needs of the class.
- In each lesson, develop literacy skills in order beginning with Listening, Speaking, Reading and Writing as suggested in the teaching procedure.
- The first 30 minutes of each literacy lesson should be devoted to the development of reading by emphasising word building games beginning at a sound/letter level, to syllable, to word and then (short) sentences and short text.
- In every writing task, learners should practice writing their name to perfection.
- Use a variety of resources which appeal to as many senses as possible.
- Carry out diagnostic assessment before teaching to determine the different learning needs of the class.
- Assess learning achievement regularly most preferably after the end of each sub-theme
- Record individual learner's achievement.
- Give age-appropriate learning activities.
- Make use of the locally available resources in the environment to develop literacy support materials.
- Use collaborative learning methods and techniques which include pair work, small group discussion, and peer-to peer teaching and learning.
- Use age-appropriate techniques to support literacy development.
- Use learner's prior knowledge to teach new concepts.

- Devote time to provide individualised teaching to learners who learn different from the majority.
- Ensure that by the end of Level One, all learners can read and write in the language of instruction.

Teaching procedure

Step	Time	Activity	Content	Resources
Step 1	10 min	Oral language work	Poem /rhyme/riddle/tongue twister/ song/ chant related to the theme	Traditional oral text
		Concept development	Thematic content Discussing a picture related to theme	Resources related to the theme
Step 2	20 min	Reading target letter(s)	A letter of the local language alphabet Letter symbol (capital and small), letter name, letter sound	Letter cards
		Building syllables and words	Building syllables from letters Building words from syllable	Letter cards Syllable cards Syllable matrix
		Reading words	Reading key words	<ul style="list-style-type: none"> • Words related to the theme • Pictures related to the theme

		Using words	Using key words in sentences Reading sentences which have the key word(s)	Word cards Sentence strips
		Reading text	Reading a short text related to the theme	Story text
Step 3	30minutes	Writing	Writing target letter(s) Writing syllables Writing key word(s) Writing sentences with key words Drawing pictures and labelling them	Chalk board Letter cards Syllable cards

Curriculum Scope and Sequence for Literacy

Level One: Session One

Overview

The first year of schooling is so critical in literacy instruction because it lays the foundation for the development of other academic concepts. In the first session, special attention should be put on age-appropriate pre-reading and pre-writing activities which are prescribed in the curriculum.

Pre-reading activities include visual discrimination and auditory discrimination. Visual discrimination is the ability to identify similarities and differences in visual images. This concept enables learners to distinguish letter shapes, which is the first step in reading. Such letters are u/n; p/q; b/d; f/t can never be easily distinguished without this practice. For this reason, matching pictures, letters and words and finding the odd man out are recommended activities.

Auditory discrimination is the ability to distinguish sounds in the environment. This can be done through encouraging learners to listen to different sounds in the classroom and telling them apart. This skill lays a foundation to getting the differences in letter sounds such as /t/ and /d/; /f/ and /v/; /p/ and /b/; /z/ and /s/; /g/ and /k/, which is part of phonological awareness, a key concept in literacy acquisition. For that reason, oral language work as reflected in story-telling and retelling them, singing songs, imitation, reciting tongue-twisters, riddles, rhymes and poems is crucial.

Pre-writing activities on the other hand are meant to develop fine muscles of the hand. In the first lessons of the first session, patterns such as;

iiiiiii C CCCCCC //\\\\\\ O OOOOOO llllllll o l o l o l o l

are encouraged. It is from such formations that letter patterns are developed.

You should also emphasise penmanship which focuses on accuracy of letter shapes, line, slant and word spacing. Besides, encourage neatness of print, proper sitting posture, proper handling of the writing tool, proper handling of the book and directionality (left to right movement) of the eye when reading and hand, when writing.

NB You should never force learners to write with the right hand but allow them use the hand they are more comfortable with and support them accordingly.

In this session, there are various activities suggested in each sub-theme, however choose those that address the learning needs of your class at a time. You will need a lot of materials to support learners acquire the literacy skills.

Learning outcome: The learner should be able to demonstrate basic communication skills involving listening, speaking reading and writing using language related to land use, **cattle keeping, fishing, vermiculture, recreation, the human body, family and living things.**

Sub-theme 1.1.1.a: Proper Land Use Practices

Duration: 6 Periods

Overview

The sub-theme introduces the concept of land use practices by focusing on the irrigation and small-scale farming activities that a learner can engage in at home and at school. This is based on the understanding that majority of the Ugandan population rely on land for their livelihood thus making it the most important resource. You should therefore use the related language to land use in order to support learners acquire the basic literacy skills.

Content	Suggested Teaching/Learning Activities	Instructional Resources
Simple irrigation, crop rotation, mulching, kitchen garden/ backyard farming,	<ul style="list-style-type: none"> Using pictures/ models let learners name common garden tools Using pictures, guide learners to describe tools related to irrigation Guide learners to recite oral texts related to land use Let learners listen to stories related to land use and answer comprehension questions 	<ul style="list-style-type: none"> Farmland Garden tools: e.g., Hoes, panga, axe, spade Pencils Paper Letter cut outs

manuring, fallowing, row planting)	<ul style="list-style-type: none"> • Using letter and syllable cards support learners in groups to build 2-syllable words • Using pictures, let learners identify similarities and differences in pictures • Support learners in matching pictures related to land use • Guide learners to write/braille letter patterns, key words related to land use 	<ul style="list-style-type: none"> • Name tags • Letter cards • Syllable cards
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Assessment Guidelines

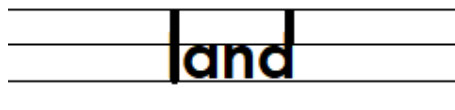
Assessment should focus on the following competences:

The learner:

- names common garden tools
- articulates words related to land use correctly
- describes pictures related to land use
- matches pictures correctly.

Guidance to the facilitator

- As learners to recite oral pieces, and you observe the articulation of words.
- Keenly observe the interpersonal relationships among learners as they work in groups.
- Demonstrate the formation of the target letter and observe learner's hand movement as they write in the air and in their books.
- Check the shape of letters using the four guiding lines for example:



- Ensure proper handling of the writing tool and sitting posture as learners write tasks

Sub-theme 1.1.1.b: Cattle Keeping

Duration: 6 Periods

Overview

The sub-theme introduces the concept of best practices in cattle keeping by focusing on the parts, types, breeds and methods of keeping cattle. You will find letter, syllable and word cards in addition to pictures and models of cattle very useful.

Content	Suggested Teaching/Learning Activities	Instructional resources
<ul style="list-style-type: none"> • External parts of cattle • Breeds of cattle • Types of cattle • Methods of cattle keeping 	<ul style="list-style-type: none"> • Using local examples, pictures, and models, support learners to name and identify breeds of cattle. • Let learners name the external parts of cattle using pictures or models. • Guide learners to list common cattle pests and diseases. • Let learners name cattle products. • Using picture and word cards guide learners to match pictures to words. • Support learners in interpreting pictures related to cattle • Guide learners to write letter patterns correctly. 	<ul style="list-style-type: none"> • Pictures showing different breeds of cattle • Alphabet chart • Stories related to cattle • Word cards • Picture cards • Name tags • Syllable cards • Letter grid

Assessment Guidelines

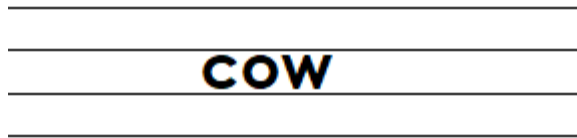
Assessment should focus on the following competences:

The learner:

- Names the different breeds of cattle, cattle pests and diseases
- Names the external parts of cattle
- Matches pictures to words correctly
- Writes letter patterns correctly

Guidance to the Facilitator

- Observe correct articulation of words as learners name cattle breeds, pests and diseases
- Keenly observe the interpersonal relationships among learners as they work in groups.
- Demonstrate the formation of the target letter and observe learner's hand movement as they write in the air and in their books.
- Check the shape of letters using the four guide lines such as:



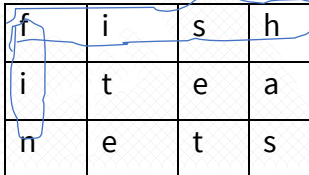
Check proper handling of the writing tool and sitting posture while learners do the writing exercises.

Sub-theme 1.1.1.b: (Alternative) Fish Farming

Duration: 6 Periods

Overview

The sub-theme focuses on the concept of fish farming by emphasising their importance and the appropriate methods of fishing. The use of the locally available resources in the environment will be of great use to the learner to acquire literacy skills.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> External parts of a fish Types of fish Methods of fishing Establishing a fish pond 	<ul style="list-style-type: none"> Using pictures, let learners name the external parts of fish. Support learners in groups to build words related to fish using letter grids, for example. <div style="text-align: center;">  <p>fish, fin, net, nets</p> </div> <ul style="list-style-type: none"> Guide the learner to answer oral comprehension questions related to a story heard. Support learners to interpret pictures by spotting similarities and differences. 	<ul style="list-style-type: none"> Pictures Objects: e.g., fish, nets Story text related to fish Models of fish Letter cards Syllable cards Letter grids Flash cards Word cards

	<ul style="list-style-type: none">• Guide learners to match pictures to words.• Support learners to write words related to fish and own name.	
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Assessment Guidelines

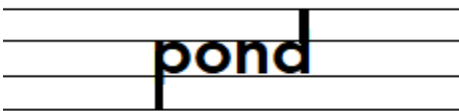
Assessment should focus on the following competences:

The learner:

- Names the external parts of a fish
- Identifies similarities and differences in pictures.
- Matches pictures to words

Guidance to the Facilitator

- Check the movement of the eyes and fingers as learners read with you
- As learners do oral exercise, observe the articulation of words
- Keenly observe the interpersonal relationships among learners as they work in groups
- Demonstrate proper formation of the target letter and observe learner's hand movement as they write
- Check the shape of letters using the four guiding lines for example,



- Check proper handling of the writing tool and sitting posture while learners do the writing exercises.

Sub-theme 1.1.1c: Vermiculture

Duration: 6 Periods

Overview

The sub-theme focuses on the concept of best practices in keeping earth worms by focusing on their uses and basic requirements. You will need to use many support materials such as, short texts and models to make learning meaningful.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • The concept of earthworm rearing • Importance of earthworm rearing • Compost manure production for crop farming. • Basic requirements for earthworm rearing 	<ul style="list-style-type: none"> • Using vocabulary related to earthworms, let learners tell the value of keeping earth worms. • In small groups and pairs, let learners discuss best conditions for keeping earth worms. • Using letter and syllable cards, guide learners to build words related to earthworms. • Tell a story and let learners answer comprehension questions related to it. • Support learners write own name. 	<ul style="list-style-type: none"> • Name tags • Picture cards • Word cards • Syllable charts • Letter grid • Jigsaws • Pictures • Objects • Flash cards

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Names the value of keeping earthworms
- Answering oral comprehension questions from a story heard
- Builds words using syllables
- Answers comprehension questions from a story heard
- Writes own name

Guidance to the Facilitator

- As they read with you, check whether they are pointing to the correct letter or word.
- Demonstrate the formation of the target letter and observe learner's hand movement as they write in the air and in their books.
- Check the shape of letters using the four guiding lines as they write.

earthworm

Sub-theme 1.1.2: Resources for Our Life**Duration: 6 Periods****Overview**

The sub-theme focuses on the concept of resources that the learner needs in the day-to-day life. They include water, food, money, time and fuel. It is important that you use the locally available examples and a lot of reading materials to effectively support literacy achievement. It is necessary to use the most common word(s) break them into syllables and letters to teach reading. You will need letter, syllable and word cards.

Content	Suggested Teaching/Learning Activities	Instructional resources
<ul style="list-style-type: none"> • Our resources • Water • Food • Money • Time 	<ul style="list-style-type: none"> • Guide learners to recite poems/rhymes/tongue twisters related to resources. • using pictures related to resources, support groups of learners to discuss uses their uses. • Let learners in groups role play real life situations related to use of resources. 	<ul style="list-style-type: none"> • Water • Food • Coins • Pictures of various resources • Prepared text • Letter card • Syllable matrices

Content	Suggested Teaching/Learning Activities	Instructional resources
	<ul style="list-style-type: none"> • Read a text related to resources and let learners answer comprehension questions related to it. • Support learners match pictures related to resources with words. • Support learners in drawing pictures to form logical stories related to resources. • Guide learners write letter patterns and words related to resources and their use. 	<ul style="list-style-type: none"> • Word cards • Name tags

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Recites poems/rhymes/tongue twisters related to resources
- Answers oral comprehension questions from a story heard
- Builds words related to resources using syllables
- Writes words related to resources.

Guidance to the Facilitator

- As learners recite the oral pieces observe the articulation of words, rhythm and expression.
- Keenly observe the team work among individuals as they perform group tasks.
- As they read with you, ensure proper articulation of words.
- Demonstrate the formation of the target letter and observe learner's hand movement as they write in the air and in their books.
- Check proper handling of the writing tool and sitting posture while learners do the writing exercises.

Sub-theme 1.1.3: Recreation Activities in Our Local Area

Duration: 6 Periods

Overview

Recreation is part of the learner's social setting. You will focus on the most common recreation activities in your environment to support learners communicate both in oral and written forms. Use the letter sounds of the common vocabulary to support learners build words and read them. Support them to use thematic vocabulary in meaningful sentences. Let learners work in pairs and small groups to accomplish tasks.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> Picnics, resting, listening to music, playing and watching games, swimming, wrestling, telling and listening to stories, visiting places of interest 	<ul style="list-style-type: none"> Support learners to recite an oral traditional text related to recreation. Using picture cards, support learners list various activities related to recreation in their local community Support learners to read words, sentences and short texts related to recreation. Read a story related to recreation and let learners answer comprehension questions related to it. Guide learners draw picture stories related to recreation and label them using words, phrases or short sentences. 	<ul style="list-style-type: none"> Music instruments Playing cards Picture cards showing common recreation activities Word cards Syllable cards Story texts related to recreational activities

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Describes pictures related to recreational activities
- Reads words related to recreation
- Draws pictures related to recreation
- Labels pictures using words related to recreation

Guidance to the Facilitator

- During recitations, observe the articulation, expression and clarity of the message being communicated by the learner.
- As they read, check whether they are pointing to the correct letter or word(s).
- As they work in small groups and pairs monitor the level of responsibility, and co-operation.
- Check the correctness of spelling and formation of letters in all learner's written work.

Sub-theme 1.1.4: Human Body Parts and Functioning

Duration: 6 Periods

Overview

The sub-theme brings into focus the parts and functions of the human body. The learner needs to be supported to use the existing knowledge to learn new skills. You will need to have a chart showing the different parts of the body and word cards to support reading. Introduce a few parts a day and let learners perform the suggested activities related to them.

Content	Suggested Teaching/Learning Activities	Instructional Resources
	<ul style="list-style-type: none"> • Guide learners to name different parts of the body using pictures or models. 	<ul style="list-style-type: none"> • Pictures • Charts showing body parts

<ul style="list-style-type: none">• Parts of the human body head, legs, arms, abdomen• Functions of the parts• Care for the different body parts• Good feeding habits• Avoiding bad habits (smoking, alcohol drinking, use of other drugs)	<ul style="list-style-type: none">• Guide learners in singing songs or reciting poems or rhymes related to parts of the body.• Guide the learner in counting fingers and toes.• Using pictures of parts of the body, let learners describe their functions.• In small groups, let learners role play a situations of good body care practices.• Support learners to play word building games using syllable cards and letter grids.• Using flash cards, let learners read words related to parts of the body• Guide learners to write target letter and key words.• Let learners draw pictures showing different body parts and label them.	<ul style="list-style-type: none">• Story text related to parts of the body• Chalkboard• Picture card• Word cards• Flash cards
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Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Names at least three different parts of the body and their uses;

- Builds words related to parts of the body and their uses;
- Reads words related to parts of the body;
- Writes words related to parts of the body.

Guidance to the Facilitator

- In performing oral texts, observe expression and correct articulation of words.
- As learners work in groups, pay attention the team spirit and responsibility.
- To check letter formation and shape, observe the learner's hand movement as they write their exercises
- Check proper handling of the writing tool and sitting posture while learners do the writing exercises.
- In drawing pictures check whether they label them using the correct words.

Sub-theme 1.1.5: Family

Duration: 6 Periods

Overview

The sub-theme introduces the concept of the family as the core unit of the learner's social setting by focusing on the types of families, different members and their roles and responsibilities. In addition to letter, syllable and word cards, you will need pictures and models of family members to help learners to associate concepts. If you have a thematic picture, bring it to class to prompt class discussion as learners interpret it.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • What a family is • Types of family (nuclear and extended – definition and People in each type of family) • Roles and responsibilities of different family members • Challenges in family life • Learning to live with these challenges 	<ul style="list-style-type: none"> • Let the learner sing common songs related to different family members. • Guide the learner in describing pictures related to the family. • Through role playing an event related to the family, let learners narrate and demonstrate the roles and responsibilities of different family members. • Let learners describe people by title. • Support learners build words related to the family using letter and syllables cards. • Support learners to read a short story related to family relationships and answer comprehension questions. • Guide learners to write letter patterns and words related to the family. • Guide learners to draw pictures related to the family and label them with words. 	<ul style="list-style-type: none"> • Pictures of different family members • Flash cards • Letter cards • Word cards • Syllable cards • Models of different family members • A reading text related to family

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- **Describes pictures of different family members**
- **Names the roles of different family members**
- **Reads at least three words related to the family.**
- **Draws pictures related to the family and labels them using words**

Guidance to the Facilitator

- In roleplaying, observe collaboration, respect, responsibility and creativity
- As they read, ensure that they are following with their finger to ensure that they are reading the correct word.
- Check proper handling of the writing tool and sitting posture while learners do the writing exercises.
- Check the correctness of spelling as they write words and sentences.

Sub-theme 1.1.6: Living Things in the Environment

Duration: 6 Periods

Overview

The sub-theme introduces the living components of the learner's environment by bringing focus the uses of different plants and animals. Reading cards, different pictures, models and specimen plants and animals will help you facilitate learning.

You can make use of common animal sounds to teach speech sounds. For example:

- The hissing of the snake: s- s –s- s- s- for /s/ as in snake, spider, scorpion
- The panting of the dog: h-h-h-h-h-h for /h/ as in hog, hen, hyena
- The buzzing of the bee: z-z-z-z-z for /z/ as in zoo, zebra

If time permits, you may take your class out for a nature walk. In groups, guide them to observe, draw, colour and label their findings and then share them with the class.

- As a class project, you will find it important to guide learners to inquire into the medicinal value of different plant and animal species in their locality. Support them compile the information and present it in simple a clear way and then share it with the rest of class Let learners in groups collect information regarding different plants and animals. For example, names of animal homes, animal young ones, uses of different plants and animals.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Examples of living things • Characteristics of living things • Plants (flowering and non-flowering) • Names of common plants in the environment: • Flowering plants e.g., mango • Non-flowering plants e.g., mushrooms • Uses of different plants • Names of common domestic animals • Names of common wild animals • Animals (classify as domestic and wild) 	<ul style="list-style-type: none"> • Support the learner to narrate a story related to living things • Using pictures, let the learner name the importance of common animals for example dog, cow, hen ... • Support learners to sing a song about plants or animals in the environment. • Support learners to build words related to living things using syllable cards, letter cards and grids. • Support learners to read a short text related to living things. • Read a story related to living things in the environment and let learners answer comprehension questions 	<ul style="list-style-type: none"> • Models of common plants and pets • Word cards • Pictures of various plants and animals • Fruits • Medicinal herbs • Name tags • Picture cards • Letter cards • Syllable cards • Letter grid • Story texts

- Common domestic birds
- Common wild birds

- Support learners to interpret picture stories related to plants and animals.
- Using pictures and flash cards, let learners match words to pictures.
- Let learners draw pictures of different plants and animals and label them.
- Let learners draw and label pictures to represent information.

Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Names the importance of common animals and plants
- Matches words to pictures correctly
- Answers comprehension questions correctly
- Draws and labels pictures of common animals and plants and labels them.

Guidance to the Facilitator

- During class presentations, observe the level of clarity, confidence and self-expression of the presenter.
- As learners work in groups, pay attention to the interpersonal skills and responsibilities.
- As they read, ensure that they are reading the correct letter or word.
- Check comprehension levels at the end of the reading sessions.
- To check letter formation and shape of letters as they write
- Check the correctness of spelling and capitalisation in all learner's written work.

Level One: Session Two

Session Overview

Pre-reading and pre-writing skills still feature in the second session; however, your learners must be advancing steadily to more definite levels in listening, speaking, reading and writing skills. They are expected to blend and segment words into syllables. This session a lot of emphasis should be put on decoding skills where learners are supported to build words from letters and syllables using the knowledge of letter sounds of the local language alphabet. This will enable them to read and write words. Encourage learners to label their drawings with words and compose short texts related to the sub-themes. They may start with composition picture stories related to the sub-themes.

In writing you should support learners to recognise the four writing lines and how letters fit in them? In print, some letters appear: **sitting**: a, c, e, i, m, n, o, r, u, v, w, x and z, **ascending**: b, d, f, h, k, l, and t; **descending**: g, j, p, q and y.

NB: Demonstrate proper letter formation by air-writing the target letter of the day. Encourage learners to imitate you by writing in the air, on the desk, and in their writing exercise books. Encourage them to use the target letter in building syllables, words and sentences. You can use a letter matrix or grid.

Learning outcome: The learner should be able to demonstrate basic communication skills involving listening, speaking reading and writing using language related to vegetable growing, cattle keeping, fish farming, vermiculture, saving resources, recreation, basic needs, leaders and non-living components of the environment.

Sub-theme 1.2.1.a: Vegetable Growing

Duration: 6 Periods

Overview

The sub-theme introduces the concept of growing common vegetables. Use story texts, letter cards, syllable cards, pictures and models of common vegetables to support learners read words, sentences and short texts related to the theme.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Names of vegetables e.g., onions, tomatoes, egg plants, cabbages, pepper • Tools used in nursery bed maintenance: hoe, watering can, panga, trowel • Practices in vegetable growing: tilling, planting /transplanting, gap filling, thinning, weeding, pruning, mulching, staking, harvesting, 	<ul style="list-style-type: none"> • Let learners name and identify pictures of common vegetables. • Guide learners to recite an oral text related to vegetable growing. • Guide learners to read a procedural story related to vegetable growing and ask learners related comprehension questions. For example: <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Growing tomatoes</p> <p>To grow nice tomatoes, first prepare a nursery bed using compost soil then plant good tomato seeds. A month after germination, transplant the seedlings, to the main garden. Always spray and add fertilizers. Your tomatoes will grow big and nice. When they ripen, sell them to good customers.</p> <ol style="list-style-type: none"> 1. What is the first thing you do in growing tomatoes? 2. What is the use of fertilizers? 3. Why do you need good customers? </div> <p>Support learners to write words related to vegetable growing</p>	<p>Models or samples of common vegetables such as onions, tomatoes, green pepper</p> <ul style="list-style-type: none"> • Soil samples • Seeds • Pictures showing different vegetables • Charts • Flash cards • Letter cards • Syllable cards • Garden tools

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Describes pictures related to growing common vegetables
- Narrates the process of growing a common vegetable
- Reads at least three words related to vegetable growing
- Writes at least two words related to vegetable growing

Guidance to the Facilitator

- As the learner narrates the process involved in growing vegetables, check the correct use of theme-related words.
- Encourage the learner to read aloud so that you can check fluency.
- As the learner writes check the correctness of spellings and letter formation and spacing between words.

Sub-theme 1.2.1.b: Cattle Keeping

Duration: 6 Periods

Overview

The sub-theme focuses on the cattle keeping practices where emphasis is put on pasture management, pests and diseases and their control. Use the learner's immediate environment to support the development of literacy skills by making use of pictures, models and different reading materials. If you have learner books with related content, use them but if you don't, make use of the low-cost facilitator-made resources such as word and picture cards, to support learners read.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Pasture management • Cattle pests and diseases • Cattle products and their importance • Establishing and managing a cattle farm 	<ul style="list-style-type: none"> • Guide learners to name common pasture. • Guide learners to discuss good pasture management practices. • Using pictures or models, let learners name common cattle pests in their locality. • Guide learners to describe the procedure involved in establishing a dairy farm • Support the learners to build words related to pasture. • Support the learners to read short a story related to cattle keeping. • Guide the learners to answer comprehension questions from text read orally. • Support the learners to draw pictures related to pasture. • Guide learners to write words related to pasture. 	<ul style="list-style-type: none"> • Pictures • Grass samples • Flash cards • Letter cards • Word cards • Syllable matrix • Letter grid • Name tags

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Names common pasture
- Describes good pasture management practices.
- Reads at least three words related to pasture.
- Writes at least two words related to pasture.

Guidance to the Facilitator

- During discussions, observe the articulation of words and clarity of expression.
- In reading, learners check the correctness in articulation of words
- You may find it good to read some words related to pasture for learners to write, check the correctness of spelling and formation of letters.
- Encourage learners to use words related to pasture to make their own sentences.

Sub-theme 1.2.1.b: (Alternative) Fish Farming**Duration: 6 Periods****Overview**

The sub-theme concentrates on the basic fish farming and management practices. You will use vocabulary related to the content to enhance literacy achievement by using the available resources. If there is a fish pond in the area, take learners out to observe and make inquiries into the management practices. Encourage recording and sharing of findings after the visit.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Managing a fish pond • Feeding • Breeding • Pond management • Pest and disease control • The cage system of fish farming 	<ul style="list-style-type: none"> • Using pictures, support the learner to discuss different ways of managing fish ponds. • Using letter/ syllable matrices, support the learners to build words related to fish ponds. • Using flash cards and sentence strips, guide the 	<ul style="list-style-type: none"> • Pictures related to fishing farming • Charts and pictures showing fish ponds • Flash cards • Syllable matrix • Letter cards • Sentence strips

<ul style="list-style-type: none"> • Fish farming as a business • Bad fishing practices e.g., fish poisoning 	<p>learners to read words and sentences.</p> <ul style="list-style-type: none"> • Read a text related to fishing and let learners answer comprehension questions. • Let the learner draw pictures related to fishing. • Guide the learner to write words related to managing fish ponds. 	<ul style="list-style-type: none"> • Syllable cards
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Discusses good practices related to pond management
- Reads words related to fish ponds.
- Answers comprehension questions correctly
- Writes words related to fish pond management.

Guidance to the Facilitator

- In all speech related activities, observe correct articulation of words.
- Check the spelling words and formation of letters in all written exercises.
- Let the learner use the learnt words simple sentences.

Sub-theme 1.2.1.b: (Alternative) Vermiculture

Duration: 6 Periods

Overview

Earth worm keeping is a very useful income generating activity country wide. This sub-theme focuses on the development of literacy skills using the language related to it through the use of the suggested activities and resources.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • The practice of earthworm rearing • Feeding • Threats 	<ul style="list-style-type: none"> • Using pictures and stories, let the learner's name good practices in rearing earthworms. • Using pictures, let the learner mention the threats related to earthworms rearing. • Using flash cards and syllable cards, support the learner to read words and short sentences related to rearing earth worms. • Support the learners to draw pictures related to earthworms and label them with words. • Guide the learners to write letter patterns, words and short sentences of 3-5 words related to the theme. 	<ul style="list-style-type: none"> • Letter cards • Syllable cards • Pictures of earth worms • Picture cards • Syllable cards • Word cards • Story texts

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Names good practices in rearing earth worms
- Reads at least three words related to rearing earth worms
- Writes at least two words related to rearing earthworms.

Guidance to the Facilitator

- Encourage the learner to read some words aloud so that you observe expression. This will help you judge whether they understand the meaning of what they read.
- Ensure use of correct spelling and punctuation in all written work.
- As they work in small groups and pairs monitor the level of collaboration, love and respect for one another.
- Encourage the learner to use the learnt words in simple meaningful sentences.

Sub-theme 1.2.2: Ways of Saving Resources

Duration: 6 Periods

Overview

The sub-theme focuses on the concept of saving resources which include water, fuel, money, time and food. Use locally available resources and known ideas to teach new concepts. It will be interesting if learners narrate a familiar traditional story related to saving resources in the environment. The story must have a title, an introduction, the main body and a conclusion. After the story discuss the moral aspects.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Food preparation, preservation and storage • Rain water harvest, use and storage • Money planning, using and keeping • Time planning and • Management • Fuel types e.g., paraffin, electricity, solar use and saving • Firewood/wood use and sustainability 	<ul style="list-style-type: none"> • Let the learners to describe picture stories related to saving resources. • Guide the learners to narrate a familiar traditional story related saving resource. • Let learners in small groups or pairs fit jig-saw puzzles related to saving resources. • Support the learners to interpret picture stories related to saving resources. • Using syllable and word cards, guide learners to read words related to saving resources. • Read text related to saving resources and let learners answer comprehension questions related to it. • Support the learners to write words and sentences related to resources. 	<ul style="list-style-type: none"> • Picture stories • Labelled classroom items • Water • Food varieties • Bank notes • Letter cards • Syllable cards • Coins • Picture cards • Alphabet charts • Name tags

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Tells a traditional text related to saving resources.
- Reads at least three words related to saving resources.
- Answers at least two oral comprehension questions from a story read.
- Writes at least two words related to saving resources.

Guidance to the Facilitator

- In narrating stories, check the logical presentation of ideas.
- Observe learner reading fluency by checking speed and accuracy.
- As the learner writes, check the spacing of words and correctness of spellings.
- Encourage the learner to use learnt vocabulary in both oral and written sentences.

Sub-theme 1.2.3: Importance of Recreation

Duration: 6 Periods

Overview

The sub-theme places emphasis on common recreation activities in the community. Through discussion and role play, guide learners discover their importance to the community as a whole. Make use of the available resources to support the learner in developing literacy skills.

Content	Suggested Teaching/Learning Activities	Instructional Resources
Importance of recreation <ul style="list-style-type: none"> • Amusement 	<ul style="list-style-type: none"> • Guide the learner in telling stories related to recreation activities in their community. 	<ul style="list-style-type: none"> • Prepared texts • Pictures • Alphabet chart • Letter cards

<ul style="list-style-type: none">• Learning new skills and knowledge• Enjoyment and fun• Exercises the body for fitness• Rest• Entertainment and sports• Manage stress – relax• Improving the quality of life• Mental health improvement• Build family unity• Promote cultural diversity• Eliminates loneliness and boredom• Generate income	<ul style="list-style-type: none">• Using pictures support the learner to tell the importance of recreation.• Read a story related to recreation and let the learner answer comprehension questions related to it.• Let the learners draw pictures related to recreation and label them with words.• Guide the learners to write letters and words using guiding lines.• Support the learners to write key words.• Guide small groups to write short texts related to recreation using labelled picture stories.	<ul style="list-style-type: none">• Syllable cards• Word cards• Name tags• Picture story text• Story texts
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- tells a story related to recreation
- explains the importance of recreation
- answers comprehension questions
- writes at least two words related to the importance of recreation.

Guidance to the Facilitator

- In telling stories, observe the articulation and expression.
- As the learner reads, check whether they are pointing to the correct letter or word.
- Check proper handling of the writing tool and sitting posture while learners write.
- As they work in small groups and pairs monitor the level of responsibility, co-operation and tolerance to others.

Sub-theme 1.2.4: Basic Needs

Duration: 6 Periods

Overview

The sub theme focuses on the learner's most essential needs such as shelter and food and people who provide them. You will find it very important to use the existing resources in the learner's immediate environment to support literacy development.

Content	Suggested Teaching/Learning Activities	Instructional Resources									
<ul style="list-style-type: none"> Basic needs: food, shelter, safety and security, health, clothing, education People who provide basic needs: parents, health workers, NGOs and development partners, security personnel 	<ul style="list-style-type: none"> Using pictures or models, let the learners name basic needs. With the help of posters or pictures, guide the learner to tell the difference between needs and wants Guide the learners in interpreting pictures related to provision of basic needs. Support learners in groups to play word building games using syllable matrices for example: <table border="1" data-bbox="575 1017 875 1195"> <tr> <td>a</td> <td>l</td> <td>o</td> </tr> <tr> <td>ma</td> <td>mi</td> <td>mo</td> </tr> <tr> <td>ka</td> <td>Ki</td> <td>ko</td> </tr> </table> <p>ma-ka ki- ma ka-ko ka-ma</p> Let learners make and read as many words as they can see. Let the learners draw pictures related to basic needs and label them. Guide the learners to match pictures to words using picture and word cards. 	a	l	o	ma	mi	mo	ka	Ki	ko	<ul style="list-style-type: none"> Picture cards Wall chart showing different basic needs Posters Story texts related to basic needs Letter cards Syllable cards Word cards Stories Letter grid Syllable matrix
a	l	o									
ma	mi	mo									
ka	Ki	ko									

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Names basic needs.
- Reads words related to basic needs.
- Builds at least two words.
- Writes at least two words related to basic needs.

Guidance to the Facilitator

- During speaking, pay attention articulation of words, expression and clarity of the message.
- As learners read, check whether they are pointing to the correct words.
- You can read two or three words for learners to write and check the spelling and letter formation.

Sub-theme 1.2.5: Leaders in Our Community

Duration: 6 Periods

Overview

The sub-theme focuses on village leadership. Learners need to appreciate the contribution of the local committees and their composition. They need to know the different roles of the committee members and how they can be helped whenever need arises. Use picture, models, cards and diagrams to facilitate learning. If possible, invite a local leader to have a brief talk to your class.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • The village Local Committee 	<ul style="list-style-type: none"> • Support the learner to sing a familiar song related to leadership. • Through role play guide the learner to tell the roles of local leadership. 	<ul style="list-style-type: none"> • Pictures showing people who keep peace

<ul style="list-style-type: none"> • Composition of the village Local Committee 	<ul style="list-style-type: none"> • Guide the learner discuss matters related to leadership in the community. • Using word and picture cards, support the learner to match pictures to words. • Using a story text, support the learner to read a text related to peace and security • Guide the learner to answer comprehension questions from a story heard. • Guide the learner to write words and sentences related to leadership. • Let learners draw and label pictures related to leadership. 	<ul style="list-style-type: none"> • Illustrations • Models of: <ul style="list-style-type: none"> - spears - arrows - pangas • Letter cards • Syllable cards • Word cards • Sentence strips
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Sings a familiar song related to leadership
- Matches pictures to words
- Reads words and sentences related to leadership.
- Draws and labels pictures related to leadership correctly.

Guidance to the Facilitator

- During singing check the articulation, expression and clarity of the message.
- As they read, check whether they are pointing to the correct letter or word.
- Check correctness of spelling and letter formation as in all writing tasks.
- You can invite a local leader to talk to your class. During the talk check the learner's level of concentration and interaction with the leader.

Sub-theme 1.2.6: Non-living Components of the Environment and Physical Features

Duration: 6 Periods

Overview

The sub-theme focuses on the non-living components of the environment, which include soil and water bodies. Use a lot of pictures, related texts, models and real objects related to the theme to facilitate learning.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Non-living components of the environment: soil-rocks, air, water • Physical features e.g., mountains, lakes, rivers, valleys and plains (importance, challenges and care) • Uses of the non-living components of the environment • Management of non-living components of the environment/physical features • Challenges in the management 	<ul style="list-style-type: none"> • Guide the learners to recite rhymes/poems/ riddles related to non-living components of the environment. • Guide the learners to interpret different pictures related to the components of the environment. • Support the learners to read texts related to the environment. • Ask comprehension questions related to texts read and let learner answer them. 	<ul style="list-style-type: none"> • Reading texts • Maps showing different materials • Ground maps • Stones • Water • Letter cards • Syllable cards • Word cards • Sentence cards • Name tags

	<ul style="list-style-type: none">• Guide the learners in drawing pictures and labelling them clearly using words and short sentences.• Guide learners to write words and short sentences related to non-living components of the environment.	
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Names at least two non-living components of the environment.
- Reads at least three words related to non-living components of the environment.
- Writes at least one sentence related to components of the environment.

Guidance to the Facilitator

- During recitation exercises, observe the articulation, expression and clarity of the message.
- You can group learners and support them to collect information related to non-living components of the environment.
- Support the learners to represent information collected using pictures
- As they work in small groups and pairs monitor the level of responsibility, love and respect for one another.

Level One: Session Three

Session Overview

Learners are expected to be advancing steadily in listening, speaking, reading and writing skills. During this last session of the year, encourage them to read and write whole words, simple sentences and short texts. In picture descriptions encourage them to use full sentences, for example, *He is riding a bicycle*. Support them to write short texts creatively and illustrating them using pictures. During the reading step, remember first to model good reading practices such as pace, voice projection posture and book handling. Let learners read with you then allow them to read with partners or in groups. Finally, let them read individually. It is essential in Level One to listen to your learners as they read; therefore, they are expected to read aloud. By doing so, you will be in position to assess individual reading competence in a day, a week or term. After reading, remember to check comprehension by asking questions, encourage them to draw pictures or express the main ideas in the story heard or read. In case you do not have literacy learner books, you are encouraged to improvise using the locally available low-cost materials such as sacks and boxes to make reading materials.

Learning Outcome

The learner should be able to demonstrate basic communication skills involving listening, speaking reading and writing using language related to agro-forestry, poultry, use of resources, cultural festivals, hygiene and sanitation, peace and security, and climate.

Sub-theme 1. 3.1.a: Agro-forestry and Growing Fruit Trees

Duration: 6 Periods

Overview

The sub-theme places a lot emphasis on practical skills the learner needs to earn a living. You should therefore use them as avenues for literacy development.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> Names of common trees e.g., teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants) Caring for trees Harvesting trees Processing and use of tree products Starting up an agro-forestry unit 	<ul style="list-style-type: none"> Support the learners in reciting oral texts related to agro-forestry. Using the environment, guide the learners to name and identify common trees in the locality and suggest their uses. Encourage the learners to tell a logical story related to agro-forestry. Support the learners to read a text related to agro-forestry and guide them in answering related comprehension questions. Using picture cards and word cards let learners do a matching exercise. Support the learners write a creative story related to agro-forestry. Let them draw pictures to accompany their stories. Let learners share their creative stories with the rest of the class. 	<ul style="list-style-type: none"> Picture cards Letter cards Wall chart Syllable cards Word cards Real objects Sentence cards Story texts

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- names common trees in the environment.
- explains at least two uses of trees.
- reads at least three words related to common trees
- writes words related to trees and their uses.

Guidance to the Facilitator

- During oral exercises, keenly listen to the articulation of words.

- As they read, check whether they are pointing to the correct letter or word.
- Check learner's written work for correctness of spelling and punctuation.
- As they work in small groups and pairs monitor the interpersonal skills.

Sub-theme 1.3.1.b: Poultry

Duration: 6 Periods

Overview

Poultry keeping is a common activity in most Ugandan cultural settings. In this sub-theme, however, emphasis is put on commercialised poultry keeping practices. You will need to use word cards; syllable cards, texts, pictures or models to support the learner develop the prescribed competencies.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Names of common poultry birds' (chicken, ducks, turkeys) • Importance of poultry keeping • Types of poultry (layers, broilers and dual purpose) • Brooding and caring for the young poultry birds • Systems of poultry keeping (free range, battery system, fold units, deep litter) 	<ul style="list-style-type: none"> • Using pictures and models, let the learners to name and identify poultry birds. • Let the learner name young ones of poultry birds, poultry diseases and vices. • Support the learner to interpret pictures related to poultry keeping. • Using syllable cards, support the learners to play word building games with partners. • Support the learner to use the thematic vocabulary in meaningful sentences. 	<ul style="list-style-type: none"> • Letter cards • Syllable cards • Word cards • Pictures of domestic birds • Real objects • Sample stories • Wall charts

<ul style="list-style-type: none"> • Poultry pests, cause, vectors, signs and symptoms, control and prevention/treatment • Poultry diseases • Poultry vices • Starting up a poultry farm 	<ul style="list-style-type: none"> • Support the learner to write words and sentences related to poultry keeping. • Let the learner draw pictures of common domestic birds and label them legibly • Support the learner to match pictures to words. 	
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Names and identifies poultry birds
- Matches birds to their young ones.
- Reads at least three words related to poultry keeping
- Writes a short sentence related to poultry.

Guidance to the Facilitator

- Observe the pronunciation of words, in all oral work.
- As they read, check whether they are pointing to the correct letter or word.
- Ensure spacing of words as learners write the exercises.
- Check punctuation and capitalisation in all exercises the learner writes.

Sub-theme 1.3.2: Proper Use of other Resources

Duration: 6 Periods

Overview

The theme focuses on the proper use of non-decomposable resources in the environment such as plastics. You will need to demonstrate how to make proper use of them to boost literacy for example, using polythene bottles and bags to keep reading cards.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> Plastic bottles, polyethene, paper, sand (reusing, recycling. Return, refuse/reject, reduce) Managing resources through recycling, reusing, reducing and refusing 	<ul style="list-style-type: none"> Support the learners in small groups recite an oral text: a poem/ chant/ rhyme/ tongue twister, related to non-decomposable resources in the environment. Support the learners to retell short texts related proper use and disposal of resources. Support the learner to read a text related to other resources Ask oral comprehension questions from a story read and support the learner to answer them in full sentences Guide the learners to write words and sentences related to resources. Support the learners to draw picture stories related to managing resources and label them using words or short sentences. 	<ul style="list-style-type: none"> Slates Plastic materials Short texts related to use of plastics Pictures Letter cards Syllable cards Word cards Plastic bottles

Assessment Guidelines

Assessment should focus on the following competences:

The learner:

- Recites retells a story related to resources.
- Reads at least three words related to resources
- Writes a sentence related to resources.

Guidance to the Facilitator

- As they work in small groups and pairs monitor the level of respect for one another.
- Observe the articulation, expression and clarity of the message being communicated in recitation of oral texts.
- Observe learner's handwriting and neatness in all their written exercises.
- Check spelling and formation of letters in all written exercises.

Sub-theme 1.3.3: Cultural Festivals

Duration: 6 Periods

Overview

Festivals are very common in the African social setting. Make use of the rich environment to boost literacy skills through telling and retelling, reading and writing simple descriptive texts.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Cultural festivals</p> <ul style="list-style-type: none"> • Naming • Initiation • Circumcision • De-toothing • Tattooing • Importance cultural festivals • Identify/belonging • Recognition • Transition from childhood to adulthood 	<ul style="list-style-type: none"> • Let the learners in small groups role play a cultural event of their choice • Support the learner to sequence pictures to form a logical story related to cultural festival • Using letter cards, syllable cards and word cards support learners in groups to build and read words and sentences related to festivals • Support the learner to read a story text and answer given questions • Guide the learner to write words and sentences related to festivals; • Support learners to draw picture stories reflecting common cultural festivals. • Let them label their stories with sentences 	<ul style="list-style-type: none"> • Letter cards • Syllable cards • Word cards • Oral texts • Picture story • Wall chart • Strip sentences • Story text

Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Builds words related to cultural festivals
- Builds a short sentence related to a common cultural festival in their locality
- Writes at least three words related to cultural festivals.
- Draws pictures related to a common cultural festival

Guidance to the Facilitator

- During role play observe creativity and clarity of the message.
- As they read, check accuracy and reading pace.
- Emphasise correctness of spelling in all writing exercises.
- As they work in small groups and pairs monitor the level of responsibility, love and respect for one another.

Sub-theme 1.3.4: Hygiene and Sanitation

Duration: 6 Periods

Overview

The sub-theme focuses on basic sanitation and hygiene practices in the community. You will make use of various resources such as picture and models to teach literacy skills. You can also make use of practical approaches such as collecting information related to sanitation in the school environment and presenting it in form of pictures and short texts. You will find it useful to assign groups to design simple posters related to sanitation for example *'Do not litter'* *'Wash hands with soap and water after using the latrine;'* Let learners draw pictures to accompany the messages and display them in the compound.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Things we use to keep clean (brooms, toilet covers, sanitary pads, rubbish bins, drying racks, cloth lines, tippy taps) • Hygienic practices e.g., cleaning body parts, washing and ironing clothes / beddings • Sanitary practices: Cleaning, sweeping covering, slashing. • Why practice good sanitation and hygiene (disease prevention, comfort, beauty) 	<ul style="list-style-type: none"> • Using pictures, guide learners to name various activities involved in keeping the environment clean. • Using pictures and models, let the learners to list tools used in personal hygiene. • Let the learners discuss different ways of preventing common diseases. • Using real objects, guide the learner to demonstrate various activities done to keep clean. • Support the learner to read words and sentences related to tools and materials used to keep our bodies clean. • In small groups and pairs let the learners to interpret pictures related to hygiene. • Let learners draw pictures of activities meant for keeping the environment clean. 	<ul style="list-style-type: none"> • Sanitary materials and tools • Texts related to sanitation • Letter cards • Syllable cards • Word cards • Wall charts • Slates

Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- makes farm implements
- explains sources, describes procedures of being funded and assesses the importance of getting funded.

Guidance to the Facilitator

- As learners write, check the correctness of spelling.
- As they read, check proper pronunciation of words
- As they work in small groups and pairs monitor respect and responsibility among group members
- Encourage learners to work in small groups to assess the sanitation of the different parts of the school. If there are challenges, let them suggest possible solutions
- During recitations, observe the articulation, expression and clarity of the message.
- Observe learner's letter formation as they write.

Sub-theme 1.3.5. Peace and Security

Duration: 6 Periods

Overview

The sub-theme rotates on the roles and responsibilities of different people who keep peace and security in the community. You will need to support learners to point out places at home, school and community where they feel insecure. This will help you report security-related issues to the relevant authorities. You can draw the map of the school and learners mark the unsafe places. Allow peaceful discussion and resolving challenges in class.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • People who keep peace and Security <ul style="list-style-type: none"> - The Police: - Religious leaders - Parents - Facilitator s - LC's - Elders - Army, LDU's and Youth • Importance of peace and Security • Causes of insecurity • Effects of insecurity: <ul style="list-style-type: none"> - Homelessness /displacement 	<ul style="list-style-type: none"> • Let learners name people who keep peace and security at home, school and in the community • Support learners to discuss pictures related to peace • Support learners to recite rhymes/poems/tongue twisters related to peace and security • Let learners work in small groups to role-play situations related to peace and security. • Let learners discuss factors that affect peace and security in their community. • Support the learners to build words and sentences related to peace and security. • Support learners write words and sentences related to peace and security • Encourage learners to draw pictures related to peace and security and label them with words and sentences. 	<ul style="list-style-type: none"> • Pictures showing people who keep peace • Illustrations/ models of security related objects like: <ul style="list-style-type: none"> • Spears • arrows • resources • Pangas • Letter cards • Syllable cards • Word cards • Sentence strips • Story text

Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Names at least three people who keep peace and security in their area
- Interprets pictures related to peace and security
- Builds at least two words related to peace and security.

- Writes a sentence related to peace and security.

Guidance to the Facilitator

- During speech - related activities closely monitor the articulation, expression and clarity of the message being communicated.
- As they read, check whether they are fluent in terms of speed and proper articulation of words
- Observe learner's spelling and formation of letters in all the written exercises.
- As they work in small groups and pairs, monitor the level of communication.
- Check whether the pictures they draw are labelled clearly and correctly.

Sub-theme 1.3.6: Climate/ Weather

Duration: 6 Periods

Overview

The sub-theme focuses on weather as a vital element of the learner's environment. Encourage learners to observe and record the daily weather changes and support them to interpret weather charts. Group work, observation, recording and presentations will be very useful techniques. You may choose a common climate related disaster in your area say, floods or drought. Organise learners in groups to discuss the cause, effect and the possible ways the disaster can be controlled. Support learners as they present their work in form of pictures labelled with sentences phrases or words.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Definitions, elements, changes in the weather, seasons 	<ul style="list-style-type: none"> • Let learners listen to recorded texts relate to weather and summarise them. 	<ul style="list-style-type: none"> • Weather chart • Pictures of

<p>and activities, effects of changes, managing changes, Disaster Risk Reduction (DRR)</p> <ul style="list-style-type: none"> • The concept of weather and climate -Elements of weather • Seasons; rainy season and dry season • Activities one during different seasons • Climate related disaster (drought, flooding, lightning/ thunder, land/mud 	<ul style="list-style-type: none"> • Support learners to interpret weather charts and pictures related to weather. • Let the learners observe and record weather conditions on a weather record charts. • Support learners to interpret weather charts • learners name different seasons experienced in the locality. • Guide learners to suggest activities carried out in different seasons. • Let learners to describe weather conditions of a particular day. • Support the learners to build words and sentences related to weather. • Support learners to write words related to farming activities carried out in different seasons. 	<p>different weather conditions</p> <ul style="list-style-type: none"> • Letter cards • Syllable cards • Word cards • Wall chart
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Assessment Guidelines

Assessment should focus on the following competences;

The learner:

- Retells a text heard logically
- Names the different seasons experienced in the area
- Reads weather related words.
- Writes weather related words.

Guidance to the Facilitator

- During oral work, observe the articulation, expression and clarity of the message being communicated.
- As they read, monitor reading speed.
- As they work in small groups and pairs monitor the level of interpersonal skills.
- You can read sentences for learners to write then check the spelling and formation of letters.



Sample Scheme of Work for Literacy

NOMADS AND FISHING COMMUNITIES

Wk	Pd	Topic	Sub-topic	Language Skills	Content	Competences	Methods / techniques	Activities	Life skills Indicators and Values	Instructional materials	SEN tips	Ref	Remarks
1	1	Productive living	Proper land use practices (simple irrigation, crop rotation, mulching, kitchen garden/backyard farming, manuring, fallowing, row planting)	Listening Speaking Reading Writing	Naming common crops. Potato Pineapple pumpkins	The learner: - seeds and crops in the environment - recites an oral text (poem, rhyme, tongue twister, proverbs, riddles or folk tales) related to land use - identifies the target letters - builds words from syllables writes letter patterns - writes key words - uses words in meaningful sentences	-Brain storming -Group work -Question and answer -Discussion	- Naming places - Giving titles of people found in the respective places. - Naming equipment / objects found in different places	<u>Effective communication:</u> - Fluency - Articulation - Accuracy <u>Nonviolent conflict resolution:</u> - Using appropriate language - Using polite language Values Care Respect Love Responsibility Appreciation	Seeds Common crops Models Charts showing different seed	Remedial teaching Peer-to-peer learning Individualised teaching and learning	SIG Curriculum Pg.	

Sample Lesson Plan for Literacy

Date	Class	Subject	Time	No. of Learners
14/12/18	Level 1	Literacy	8.00- 9.00am	F-26 M-15 T = 41

This sample lesson plan is presented in English for the benefit of all languages. The facilitators will have to write it in the Local Language of the community.

Theme	Productive Living
Sub-topic:	Crop growing
Skills:	Listening, Speaking, Reading and Writing
Competences:	<p>The learner;</p> <ul style="list-style-type: none"> identifies tools, seeds, crops in the environment recites an oral text (poem, rhyme, tongue twister, proverbs, riddles or folk tales) related to land use identifies the target letter(s) builds words from syllables writes the target letter writes key words uses words in meaningful sentences
Methods / Techniques:	<ul style="list-style-type: none"> Scaffolding reading, discussion, oral language brain storming, demonstration, discovery, phonic method, syllabic method
Life skills and Values (Indicators):	<p><u>Life skills:</u> Effective communication: Articulation, Fluency, Accuracy</p>

	<p>Non-violent conflict resolution: using appropriate language, using polite language</p> <p><u>Values</u></p> <p>Appreciation, Care, Responsibility, Respect</p>
Instructional Materials:	<ul style="list-style-type: none"> charts showing the different tools, seeds, crops commonly used in the locality, syllable cards, letter cards, name tags letter matrix SEN Tips: Allow peer-to-peer learning, remediation, individualised learning
References:	<ul style="list-style-type: none"> SIG Curriculum, Page 60-61

Teaching Procedure

Time	Steps	Facilitator's Activity	Learner's Activity
7 Min	I	<ul style="list-style-type: none"> Leads song related to crop growing Leads learners to identify the different seeds, tools and crops commonly grown in the locality 	<ul style="list-style-type: none"> Sings a song related to growing crops: "Water melon" Water melon, water melon, Papaya, papaya Peel, peel the pumpkin, peel, peel the pumpkin Fruit salad, fruit salad Naming different crops grown in the area Naming tools used
3 Min	II	<ul style="list-style-type: none"> Guides learners to name identify the target letter P p 	<ul style="list-style-type: none"> Produces the letter sound /p/ Identifies the capital letter form Identifies the lower-case letter form

7m in		<ul style="list-style-type: none"> • Guide learners to build syllables using the target letter. • Guide learners to build words using syllables • Guides learners to read words 	<ul style="list-style-type: none"> • Builds syllables using the letter matrix • Builds words using syllables • Reads words <table border="1" data-bbox="812 457 1112 600"> <tr> <td></td> <td>o</td> <td>a</td> </tr> <tr> <td>p</td> <td>po</td> <td>pa</td> </tr> <tr> <td>t</td> <td>to</td> <td>ta</td> </tr> </table> • Key word: potato: Other words: pot, tap, top 		o	a	p	po	pa	t	to	ta
	o	a										
p	po	pa										
t	to	ta										
13 mi n	III	<ul style="list-style-type: none"> • Guides learners to read key words such as potato, pumpkin, pineapple • Guides learners to use words in sentences • Guides learners to read sentences 	<ul style="list-style-type: none"> • Reads key words • Breaks words into syllables • Uses words in meaningful sentences. • Reads sentences with the key words such as: <ol style="list-style-type: none"> 1. Pat peels potatoes. 2. Peter plants pumpkins. 3. Pamela peels pineapples. 									
30 mi n	IV	<ul style="list-style-type: none"> • Demonstrates good writing practices for the letter, syllable words and sentences: • Demonstrates air-writing practices • Demonstrates upper case letter form “P” • Demonstrates lower case letter form “p” • Reads out key words: potato, pumpkin, pineapple 	<ul style="list-style-type: none"> • Writes letter p in the air, on the desk and in the book. • Writes letter patterns neatly: <ul style="list-style-type: none"> - P P P P - p p p p p p p - Pp Pp Pp Pp • Writes key words potato, pumpkin, pineapple • Writes sentences: <ol style="list-style-type: none"> 1. Pat peels potatoes. 2. Peter plants pumpkins. 3. Pamela peels pineapples. • Draws pictures and labels them. • Writes own name 									

Self-Evaluation

Strengths:

Areas of improvement: -

Way forward:

TEACHING ENGLISH

Background

English language has is an important subject in the Primary School Curriculum. Learners are expected to be fluent in this language by the end of Level 3. The facilitator's guide to the English language syllabus has been developed to guide the facilitator on how to help the learners with opportunities to use English to effectively communicate. This will help the learners to develop the language skills which are; Listening, Speaking, Reading and Writing through the various aspects of English highlighted in the syllabus.

Rationale

Uganda is a multilingual society where over thirty indigenous languages are spoken. Until recently, when Kiswahili was declared the second official language, English has been and will continue to be the first official language. For this reason, English is taught to learners to enable them to communicate and access information in English.

General Approaches

Lesson Duration

The instructor should plan each lesson to last for **40 minutes**. Endeavour to understand the ability level of your learners in order to plan effectively.

The day before teaching a lesson, you should:

- Keep in mind the steps and competencies of the lesson.
- Practice saying the unfamiliar words.
- Look at the story/text/poem or exercise in the Learner's Book.
- Make the instructional materials to be used.
- Study the given guidance for conducting each lesson and effectively plan for it.

Language Skills Development

You should cater for the four language skills (listening, speaking, reading, and writing) during each lesson. You should therefore embrace the integrated

approach so that the activities you design cater for the development of each language skill.

Methodology

The following methods have been suggested as appropriate during the teaching and learning process of different aspects. However, you are encouraged to use those that suit your learners.

Direct method: The instruction should use only English while conducting the lesson. The learner's native language is not used thus there is no translation.

Discussion method: Engage learners in thinking and answering questions on a given problem.

Listen, Say and Use (LSU): Involve learners in listening, speaking, and using the learnt words in sentences.

Demonstration: Engage learners in performing actions in order to convey the intended message.

Role-play: Make learners act out given situations by interacting with one another.

Brainstorming: Form groups, you engage learners in focusing on a question and giving their opinions.

Whole word method: Engage learners in reading words, phrases and sentences as a whole.

Phonic method: Involve learners in reading with the help of sounds that match letters and groups of letters of the English alphabet.

Whole sentence method: Engage learners in reading by recognising the whole sentence.

Dramatisation: Make learners to attempt acting out as somebody else has done.

Brain storming: Ask learners questions on a given topic to check how much they know.

Think, pair, share: Involve learners by asking them to think of an idea on a given topic, share with someone and subsequently with the whole class.

Syllabic method: Make learners to learn through identifying the syllables in a word.

Instructional Materials

No successful teaching can be attained without the use of appropriate Instructional Materials. Use Instructional Materials appropriate to the content. Use real objects, models, pictures, story books, reading cards, newspaper cut-outs, and many others. Identify these materials and prepare them before the lesson. You can also use materials from other subjects during an English language lesson. This will help to show learners the relationship between English and other subjects on the curriculum.

How to use instructional materials

Instructional materials can be used in the following ways:

By adaptation: This involves adjusting the existing materials to suit a new teaching and learning situation. In adaptation, we can change the order, some content, message or the language of the existing material to fit in a new learning situation.

By adoption: This involves taking over the existing Instructional Materials and using them in a new teaching and learning situation without adjusting them. For example, we can use pictures from a textbook during the lesson.

By development: This involves creating/developing Instructional Materials for use in a teaching and learning situation, and making the materials attractive and appealing to the learners. Here, you are encouraged to use materials in the immediate environment.

Handwriting and spellings: You should help learners to know that poor handwriting will affect their ability to communicate since no one will be able to read what they have poorly written. It is therefore important to remind them and help them write neatly and legibly. You should aim at developing the following competencies:

- Proper sitting posture
- Proper handling of the writing tool
- Correct shaping of letters
- Appropriate spacing of letters and words
- Proper organisation of work
- Writing neat and tidy work
- Writing legible letters

Assessment Guidelines

Continuous assessment is strongly recommended because it enables you to assess the learner's attainment of the set competencies so as to provide assistance where it may be required. Continuous assessment enables you to know your better learners as you teach. The syllabus also suggests competencies to be assessed at the end of each topic. However, summative assessment can also be carried out at the end of a specific period. Always keep records of the performance of each of the learners as accountability for the time they are in school. Progression to a new topic or language area should always be done after the learner has shown readiness to move on.

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General Teaching Procedure

Introduction: This section gives you an overview for the purpose of teaching each aspect. It also provides the general procedure for teaching the aspect.

Vocabulary: In this lesson, you teach the new words that learners may not be familiar with in the topic/subtopic. These words will also be found in the dialogue/passage/poem, etc. When the new items are taught, then the learners can read and understand the texts.

Real objects: The best way to introduce new vocabulary is to use real objects. One should also try, whenever possible, to create a "real" situation which brings out the meaning of the word clearly.

Pictures: You can also use pictures from the textbook or newspapers and magazines. Use pictures to teach abstract vocabulary e.g., the parts of a vehicle (boot, seats, and wipers). Real objects and pictures can be used concurrently to teach vocabulary.

Procedure of Presentation

- Step 1:** Ask oral questions about the objects or pictures (depending on what you have).
- Step 2:** Teach the new vocabulary using real objects, pictures or demonstration.
- Step 3:** The learner's practice the pronunciation of the new vocabulary in groups, in pairs and individually.
- Step 4:** Guide the learners to use the vocabulary basing known structure(s) in pairs and individually.
- Step 5:** Let the learners individually practise using vocabulary by doing the exercise you will give them.

Note: Remember to teach the different forms of the learnt word (plural, opposites, and synonyms).

Picture discussion

This is an oral activity that requires the learner to study the given picture and answer questions. The activity enables learners to make use of already learnt vocabulary. Ensure that the learners strictly study only the pictures for the particular lesson but no other pictures in the book.

Learners should answer questions basing on the given pictures not their general experience.

Procedure of presentation

- Step 1:** Prepare learners for the lesson through a spelling drill, telling a story, etc.
- Step 2:** Learners answer general questions related to the pictures to be discussed.
- Step 3:** Learners study the picture in the Learner's Book.

Step 4: Guide the learners to use the learnt vocabulary to answer questions about the pictures.

Step 5: Give learners an exercise to consolidate the discussion.

Play lets

There are short plays in the Learner's Book. In each case, let the learners learn the whole playlet. Most of these playlets use simple language which the learners will easily understand. The important thing to remember is that you should make these as interesting as possible to your learners.

Below is a sample procedure for handling dialogues.

Procedure for Presentation

Step 1: The first thing you must do is explain the situation of the play let to your class. Try to get them to imagine that they are watching this play let.

Step 2: Using puppets, cut-outs, or pictures, show the two characters of the playlet. Let the learners listen while you say each part of the play let. Be sure to indicate which character is saying each part.

Step 3: After you have said the play let several times, you might wish to ask some questions which will let you know if the learners have understood the playlet.

Step 4: Let the learners repeat each part after you. Read one line at a time.

Step 5: After you have been through the play let several times, and the learners have repeated after you, then you should divide the dialogue into two parts. You take the first part and let the learners take the second.

Step 6: When the learners have said the second part, then change parts. Let them take the first part.

Step 7: When they can do both parts well, you should divide your class into groups, halves or rows. Give each group of learners a part of the playlet.

Grammar

Teaching grammar will help learners to communicate fluently. Avoid lengthy grammatical explanations because they do not accelerate learning. Use demonstrations and oral practice before learners embark on the written activities. Use the aspects learnt previously to introduce new ones.

Procedure of Presentation

- Step 1:** Review the previous lesson related to what you are going to teach. Ask the learners to construct sentences.
- Step 2:** Provoke the learners to make sentences in relation to what you want to teach.
- Step 3:** Let the learners practise constructing more sentences related to what you are going to teach.
- Step 4:** Using objects, strip cards or demonstration, introduce the concept you want to teach. Remember to give many examples.
- Step 5:** Using sentences on the strip cards/braille cards, let the learners practise constructing sentences orally.
- Step 6:** Let the learners do the written exercise.

Language Structures

Teaching structures will enable learners to practice the vocabulary learnt.

- Do not handle a new structure until what is being taught has been mastered. Both oral and written practice should be balanced. Oral practice will help learners to prepare for written practice. Structures learnt previously are relevant in introducing the new ones.
- Vary the examples to enable the learners to master the structure.
- Avoid describing structures. Instead, engage learners in practising the use of the structure being taught.
- Only one structure should be taught in a given lesson.

Procedure for Presentation

- Step 1:** Revise the previous grammar lesson related to the structure you are going to teach.

- Step 2:** Ask questions that provoke learners to construct sentences related to the structure you are going to teach.
- Step 3:** Present the structure you are teaching using demonstration.
- Step 4:** By using the sentences on the strip cards/braille cards, guide the learners to orally practise using the structure in groups, in pairs and individually.
- Step 5:** Let the learners construct more oral sentences using the learnt structure.
- Step 6:** Let the learners do the written exercise.

Rhymes

Rhymes help learners to develop their speech organs, and listening skills through reciting rhymes aloud, learners get opportunity to speak audibly and fluently, and also to perform as a group. Recitations make rhyming lively and help learners to chant off by heart.

Procedure of Presentation

- Step 1:** This should involve pre-reading activities to prepare the learners. Such activities could include brainstorming and pair/small/whole class discussions. The choice of activity largely depends on the subject of the rhymes to be chanted.
- Step 2:** Recite out the rhyme aloud to the class with the correct rhythm.
- Step 3:** Ask some of the learners to recite out the rhyme to the class.
- Step 4:** Let the learners practice reciting the rhyme in groups and pairs.
- Step 5:** Listen to learners chant the rhyme as individuals.

Reading Short Stories

Employ the reading aloud approach until each learner is able to read for her/himself. Let the learners read in groups, pairs and as individuals.

Procedure for Presentation

- Step 1:** Let the learners study the picture. Ask questions about the picture. Ask questions related to the passage the learners are going to read.

- Step 2:** Ask the learners to read loudly in their groups and pairs. Put emphasis on good reading habits (Do not move the lips. Do not point at the words. Pause when you find a comma. Do not converse while reading.)
- Step 3:** Using guiding questions, discuss the story to check on the comprehension levels.
- Step 4:** Let the learners read as individuals to their groups.
- Step 5** Let the learners, in groups, discuss the comprehension questions about the text.

Learners with Special Educational Needs

There are various barriers that may hinder the teaching and learning processes in schools, which require your attention as a facilitator. That is what we call special educational needs. This will help you to ensure that learners with barriers to learning and development are catered for appropriately during the teaching and learning process. Learners with barriers to learning are as a result of under-stimulation; socio-emotional problems or abuse; traumatic experiences; impairments or other conditions that make it difficult for them to follow the regular curriculum.

The intervention for learners with special educational needs should therefore focus on addressing the child's health, nutritional, cognitive, educational, physical, social and emotional development, and activities of daily living (ADLs). As a facilitator, you need to be more creative, flexible and ready to sacrifice your time and effort to help these learners. Curriculum adaptation or modification is one major way that can assist you in acquiring skills and knowledge of managing such learners. These adaptations require little extra equipment but lots of creativity. This can be handled by doing the following:

Content Modification

Some content provided is high pitched and not stimulating to learners. Simplify this content by giving alternative but relevant content that can benefit learners with a difference.

Activities/Tasks Modification

Sometimes the suggested activities are too many or too difficult for particular categories of learners with special educational needs. Reduce the number of activities to meet the requirements of the target individual learners who are slow. Increase activities for those learners who are high achievers and quick in learning. Simplifying the activities to the level/age and understanding of the learners will be of a great significance.

Teaching Learners with Special Educational Needs

Use suitable methods, strategies and approaches which are flexible. Always involve the creativity and full participation of the learner. For example:

- Using learner-centred approaches. These involve the use of group work and discussion, peer interaction, and the child-to-child approach.
- Moving at the pace of the learners by giving differentiated tasks in accordance with their possibilities and interests.
- Teaching from the known to the unknown.
- Using simplified language (speak calmly, kindly, and patiently in a clear voice)
- Using the local language, gestures/signs, Braille and objects of reference to clarify instructions.
- Repeating activities until mastery of the target concept is observed.
- Using individualised education plans (IEP's) where a teaching plan is designed to address specific individual learners' challenges are severe.
- Task analysis approaches where activities are broken down into manageable bits for the learners.

Time

Adjustments in time could be beneficial because normally the time suggested in the curriculum for accomplishing activities may be inappropriate for learners with barriers to learning. This should not always be a big obstacle; time can be adjusted by either adding some extra to those who cannot complete tasks within the set time or remedial teaching can apply outside the official time.

Instructional Materials

Many relevant materials for example; real objects, charts, maps, flash cards and slates which are at the level of the learners should be provided. Learners who are blind can benefit from Braille materials, which are read by touch, tape-recorded stories or speech exercises, while the deaf learners would require more of pictures (picture sequence to represent a story) and the use of sign language instead of talking. Provision of lots of reading, spelling and writing exercises that are relevant could benefit those with reading difficulties.

Class Organisation

The facilitator shall be expected to use a variety of techniques will be used to organise the class in order to give each learner the maximum language practice during lessons. Use each technique depending on the lesson to be taught.

- **Group work:** In oral practice lessons (dialogue and games) the learners should sit in groups of mixed ability. There should not be more than eight learners in a group. Some of them should be good at English, some average, and some below average in each group. After the end of the first week, you should form the groups (preferably of learners that sit in the same locations in the classroom) and appoint a rather brighter child to be the leader of each group. Appoint a deputy leader to substitute when necessary.
- **Work in pairs:** The learners may sometimes work in pairs for oral practice lessons. For pairs practice, each learner turns to the learner sitting next to him/her, and they work together. (If the number of learners in the class is odd, let the extra learner work with a pair to make a group of three).

Correction of Learners' Work

Guide the learners to correct their work before introducing a new lesson besides carrying out a review of the previous lesson. Learners will never grasp a new concept before mastery of the previous one.

Practicing the Use of English

Encourage learners to practice speaking English. Give all learners an opportunity to act out dialogues. Maximise oral comprehension activities to empower learners to speak English.

Level One: Session One

Duration: 9 Weeks

Overview

This session is very important because it ushers the learner into the school system. The learner will first be taught about greeting and self-introduction before embarking on covering the contention other themes. Greeting will enable the learner to build rapport when relating with others. Remind learners that greeting and self-introduction are very important in daily interactions with other people. Content should be basing on the theme and sub-themes of the session.

Learning Outcome

The learner uses appropriate language and skills developed while greeting to effectively communicate with others.

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Productive Living • 1.1.1a: Proper land use practices • Vocabulary: • Greetings • Good morning • Good afternoon • Good evening • Naming people by titles used in schools: • Sir, Madam, Mr, Mrs, Facilitator 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • By demonstration guide the learners to greet /sign according to the time of the day. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. 	<ul style="list-style-type: none"> • Flash cards • Picture cards • Pictures • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Structures: • What is your name? • My name is ... (Mary, John, Peter) • She/he is a ... (boy/girl). • I am a ... (girl/boy). • Are you a ... (girl/boy)? 	<ul style="list-style-type: none"> • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Productive Living • 1.1.1b. Proper land use practices • Vocabulary • Slash, burn, mulch, hoe, rake, axe, wheel barrow, watering can, seed-bed, slasher, panga, seedling, transplant, water. • Structures: • What is this / that? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. 	<ul style="list-style-type: none"> • Hoe • Rake • Axe • Wheelbarrow • Watering can • Slasher • Panga • Flash cards • Pictures

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • This / that is a ... (hoe, panga) etc. • It is a ... (hoe, panga, rake, etc.). • What is he/she doing? • He/she is ... (burning, mulching, slashing) 	<ul style="list-style-type: none"> • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	<ul style="list-style-type: none"> • Picture cards • Models • Strip sentence cards
<ul style="list-style-type: none"> • Productive Living • 1.1.1.c. Cattle keeping • Vocabulary: • Head, horn, ear, eyes, body, leg, hoof, mouth, tail, local cattle, exotic cattle, paddock, grass, pasture, milk, hide, tick, meat, kraal, spray, earthworms, maggots, ticks, bedding, moisture, aeration, tsetse fly • Structures • What is this / that? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Through role play let the learners construct/sign sentences using the learnt structure. • Using demonstration method guide the learners to draw and label the cow. 	<ul style="list-style-type: none"> • Horn • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • This / that is ... (hook, canoe, kraal). • It is a ... (hook, canoe, kraal) • Show me ... • This / that is ... • 	<ul style="list-style-type: none"> • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Productive Living • 1.1.1.d. Fish farming • Vocabulary • mouth, fin, gills, sail, river, canoe, hook, bait, oar, fish monger, salt, smoke, maggots • Structures • What is this / that? • This / that is ... (hook, canoe,). • It is a ... (hook, canoe,) • Show me ... • This / that is ... • Where was the ... (/fish maggot,)? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Lead the learners to recognise each of the new words from the given list by reading loudly/reading by tactile. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. 	<ul style="list-style-type: none"> • Hook • Salt • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • The ... (fish/maggot) was on the ground. • Was the ... (fish/maggot) ... ground? • No, it was not. • Yes, it was. • 	<ul style="list-style-type: none"> • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Financial Literacy • 1.1.2 Resources for our life • Vocabulary • Water, food, money, fuel, firewood, bank, bag, box, plant, need, save, bundle, metallic box, repair, recycle, budget, refuse, reduce, reject, charcoal. • Structures • Do you have enough ... (time/money / firewood / charcoal)? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to the /learner to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learners the play let before she acts with another learner. 	<ul style="list-style-type: none"> • Coins • Paper notes • Fire wood • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Yes, I have / we do have ... • No, I / we don't have. • How many / much (boxes / time, firewood / money / plants) do you have? • I have ... (5 boxes, 3 bundles of firewood/ one hour / 200 shillings / two sacks of charcoal). • John / Peter has ... (money / firewood). • Where ... (do / does) he / she / they / we / you) keep your / his / her / their) ... (money/ charcoal)? • He / she / they / we / I keep ... (money, charcoal) in the ... (bank, store, box). 	<ul style="list-style-type: none"> • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Leisure and Hospitality • 1.1.3 • Recreation activities 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. 	<ul style="list-style-type: none"> • Cutlery • Serviette • Menu • Radio

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Vocabulary • Swimming, hunting wrestling, waiter, waitress, chef, menu, receipt, counter, table, meal, breakfast, lunch, supper, dinner, bill, cutlery, customer, Soup, reception, serviette, sauna, lounge, order, serve, restrooms, radio, amplifier, DJ, drums, bird, watch • Structures • May I have the ... (menu, serviette, cutlery, etc.)? • Here is the ... (menu, cutlery, serviette, etc.) • 	<ul style="list-style-type: none"> • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Healthy Living • 1.1.4 Human Body • Vocabulary • Head, hand, shoulder, knees, toes, body, back, chest, hair, mouth, teeth. • Structures: • Show me your ... (head, tongue, lips) etc. • This is my ... • These are my ... • How many ... do you have ...? • I have ... (½ eyes, 2 knees) etc. • How many ... does he/she/they have? • He/she has ... (5 fingers, 2 knees) etc. • They / we / I have ... (breasts, stomach) etc. 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learners the play let before she acts with another learner. • Using demonstration method guide the learners to draw and label the human body. • Lead the learners to recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. 	<ul style="list-style-type: none"> • Real objects • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
	<ul style="list-style-type: none"> • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Living with Others • 1.1.5 The family • Vocabulary • father, mother, children, grandmother, children, grandmother, uncle, aunt, nuclear, extended, nuclear, nephew, niece, father, mother, sister, brother, baby. • Structures • This is my...../our..... • She/he is a • This is her/his..... • What is doing? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learners the play let before she acts with another learner. • Using demonstration method guide the learner to draw and label the family members. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
	<p>with the appropriate capitalisation and a period.</p> <ul style="list-style-type: none"> • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • The Environment • 1.1.6 Living things • Vocabulary • Bird, monkey, trees, cow, donkey, hyena, elephant, fish, dog, mango, palm tree, pawpaw. • Structures: • Where was the ... (monkey, bird, dog)? • The ... (monkey, bird, dog) was in the ... (nest, forest, kennel). • What did the ... (elephant, bird) do? • The bird / elephant (flew, ate grass). • Grammar • Singular and plural 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Lead the learners to recognise each of the new words from the given list by reading loudly/reading by tactile. • Using demonstration method guides the learners to draw and label the different animals. • Through role play let the learners construct/sign sentences using the learnt structure. 	<ul style="list-style-type: none"> • Mango • pawpaw • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Animal homes • Article a/ an 	<ul style="list-style-type: none"> • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	

- Guidance on Assessment
- Check on the learner's stress and intonation during the reading of the new words.
- Observe the learner recites the rhyme with the appropriate intonation.
- Track the intonation of the learner as she reads / reads by tactile / signs pictures.
- Check on the intonation of the learner as she reads / reads by tactile / the story.
- Encourage the learner to speak audibly as he acts the play let.
- Supervise the learner draw and label different pictures.
- Level One: Session Two
- Duration: 9 Weeks
- Overview
- In this session, learners will use learnt vocabulary and structures to effectively communicate about production of crops and animals in their community, managing finances, use of leisure time, healthy living and how to live with others.

Content is developed basing on the theme and sub-theme of the session. The learning activities will engage learners in reading, constructing sentences, reciting rhymes, and acting play-lets.

- Learning outcomes
- The learner uses learnt vocabulary and structures to communicate effectively about the importance of production and its benefits in the community on addition to living a healthy life.

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Productive Living • 1.2.1 • Vegetable Growing • Vocabulary • Vegetable, tomatoes, onion, seedling, mulch, dig, cabbage, cucumber, shade, egg, seeds, prune, transplant, spray, weed, nursery bed, thin • Structures • What are you doing? Am ... (pruning, thinning) my vegetables. • We are ... (mulching, digging, pruning). • What is / are ... (he/she/they) doing? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt 	<ul style="list-style-type: none"> • Tomatoes • Seeds • Onion • Flash cards • Picture cards • Pictures • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • He/she / they is/are ... (mulching, pruning, digging) • Grammar • Verbs (simple present tense) 	<ul style="list-style-type: none"> • structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<ul style="list-style-type: none"> • Productive Living • 1.2.1b Cattle keeping • Vocabulary • Tick, tsetse fly, worms, milk, meat, skin, farm, farm manager, spraying, cow dung, grass land, dipping, pond, earth worms, hooks, nets, salt • Structures: • The ... is ... • The (kraal/lake) is ... (near/far). • It is (near, far, from, close to) Kato's home. • The ... is on the ... • The market / lake is on the ... (left/right) 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Through role play let the learners construct/sign sentences using the learnt structure. • Using demonstration method guide the learners to draw and label a farmer spraying. • Ask the learners to write/braille sentences using the learnt 	<ul style="list-style-type: none"> • Real objects • Flash cards • Pictures • Picture cards • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
	<p>structure with the appropriate capitalisation and a period.</p> <ul style="list-style-type: none"> • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Productive Living 1.2.1c Vermiculture The practice of earthworm rearing</p> <p>Vocabulary Earthworms, maggots, ticks, bedding, moisture, aeration, tsetse fly</p> <p>Structures</p> <ul style="list-style-type: none"> • What are these/those? <ul style="list-style-type: none"> - These/those are ... (earthworms, ticks, maggots, etc.) • Are these/those ...? <ul style="list-style-type: none"> - Yes, they are. - No, they are not. 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Lead the learners to recognise each of the new words from the given list by reading loudly/reading by tactile. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
	<p>sentences using the learnt structure.</p> <ul style="list-style-type: none"> • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Financial Literacy</p> <p>1.2.2. Ways of saving our resources</p> <p>Vocabulary</p> <p>Granary, tinning, banks, freeze, tanks, piggie, stones, preserve, box, metallic box, bags.</p> <p>Structures:</p> <ul style="list-style-type: none"> • Do you have enough (money, food, water)? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to the /learner to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. 	<ul style="list-style-type: none"> • Metallic box • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> - Yes, I/we/they have enough (money, food, water) • Where does she/he keep her/his (money, food, water) <ul style="list-style-type: none"> - She/he keeps her/his money in the (bank, tank, granary) 	<ul style="list-style-type: none"> • Using role play act with the learners the play let before she acts with another learner. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Leisure and Hospitality</p> <p>1.2.3. Importance of recreation</p> <p>Vocabulary</p> <p>Fan, book, check in, sauna, gym, jogging, swimming, singing,</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. 	<ul style="list-style-type: none"> • Table mat • Flash cards • Pictures • Picture cards • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<p>hump, body games, dancing, wrestling, shower, bar, washrooms, rest rooms, swimming pool, ..., check out, air conditioner, restaurant, dining room, table mat</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a ... (washroom, restaurant, bar, pub) <ul style="list-style-type: none"> - This/that is a ... (washroom, restaurant, bar, pub). • What is this/that ...? <ul style="list-style-type: none"> - This/that is a ... (gym / pub / bar / washroom etc.). • What can you see? <ul style="list-style-type: none"> - I/we can see a ... (restaurant, gym, pub, bar, etc.) • Point to the ... (gym, pub, bar, restaurant etc.). <ul style="list-style-type: none"> - That is a ... (gym, pub, bar, restaurant, etc.). 	<ul style="list-style-type: none"> • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	

Content	Teaching /Learning Strategies	Instructional Resources
<p>Healthy Living</p> <p>1.2.4 Basic needs</p> <p>Vocabulary</p> <p>Fisherman, headsman, facilitator, policeman, store keeper, driver, fish, milk, shelter, house, carpenter, chairs</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a/the ... <ul style="list-style-type: none"> - This/that is a ... (nurse, fisherman). • Where is the ...? <ul style="list-style-type: none"> - The ... (doctor, driver, nurse, headsman) is ... (in/under) the (hospital, tree, car). - The fisherman is between the ... (farmer, nurse, carpenter, facilitator). - He/she is ... the (shop / market). 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learner the play let before she acts with another learner. • Using demonstration method guide the learners to draw and label people who provide basic needs. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt 	<ul style="list-style-type: none"> • Fish • Milk • Chair • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Who can ... (weave, sew)? <ul style="list-style-type: none"> - I/you/we can ... (weave, but cannot ... (weave, sew) a dress/ a basket. • Who makes chairs? <ul style="list-style-type: none"> - The ... (carpenter, fisherman) makes chairs. • Who sells fish? <ul style="list-style-type: none"> - The ... (carpenter, fishmonger) sells fish. 	<p>structure with the appropriate capitalisation and a period.</p> <ul style="list-style-type: none"> • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Living with Others</p> <p>1.2.5 Leaders in our community</p> <p>Vocabulary</p> <p>Police officer, fight, spear, gun, army man, pray, stick, stone, catapult, bow and arrow, fire.</p> <p>Structures</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Lead the learners recognise each of the new words from the given 	<ul style="list-style-type: none"> • Spear • Catapult • Bow • Arrow • Stick • Flash cards • Pictures • Picture cards • Models

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Who has the ... (gun, spear, bow and arrow)? <ul style="list-style-type: none"> - (John/Mary/Ali) has a ... (gun, spear, bow and arrow). • Who protects you at home/school? <ul style="list-style-type: none"> - A ... (policeman / guard / father / LDU) protects me/us at home/school. 	<ul style="list-style-type: none"> • list by reading loudly/reading by tactile. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learners the play let before she/he acts with another learner. • Using demonstration method guide the learner to draw and label leaders in our community. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	<ul style="list-style-type: none"> • Strip sentence cards •
<p>The Environment 1.2.6 Non-living components of the environment</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. 	<ul style="list-style-type: none"> • Stone • Clay •

Content	Teaching /Learning Strategies	Instructional Resources
<p>Vocabulary</p> <p>Rock, soil, air, river, swamp, mountain, plains, plateau, breathe, tour, stone, clay, house, stove, white, grey, brown, black</p> <p>Structures</p> <ul style="list-style-type: none"> • What is ... (clay/sand) used for? <ul style="list-style-type: none"> - I/we/they use ... (clay / loam / sand) to make ... (pots, build houses). • There are many ... (stones, crops, houses) in our area. • What colour is ... (clay, sand, loam) soil? <ul style="list-style-type: none"> - It is ... (black, grey, brown). 	<ul style="list-style-type: none"> • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Using demonstration method guide the learners to draw and label the different components of our environment. • Through role play let the learners construct/sign sentences using the learnt structure. • Using role play act with the learners the play-let before they act with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Models • Strip sentence cards •

Content	Teaching /Learning Strategies	Instructional Resources
	<ul style="list-style-type: none">• Demonstrate to the learners to recite / sign a rhyme.• Use the steps of reading to guide the learners read / read by tactile / sign short stories.	

Guidance on Assessment

- Check on the learner's stress and intonation during the reading of the new words.
- Observe the learners recite the rhyme with the appropriate intonation.
- Track the intonation of the learner as she reads / reads by tactile / signs pictures
- Check on the intonation of the learner as she reads / reads by tactile / the story.
- Encourage the learner to speak audibly as he acts the play let.
- Supervise the learner draw and label different pictures.

Level One: Session Three

Duration: 12 Weeks

Overview

In this session, learners will explore how to preserve the environment, and its benefits besides understanding various customs. They will also get exposure on festivals. In this session they will be engaged in reading words and short stories.

Learning outcomes:

The learner appreciates environmental protection and various customs.

Content	Teaching /Learning Strategies	Instructional Resources
<p>Productive Living</p> <p>1.3.1: Agro-forestry and growing fruit trees</p> <p>Vocabulary</p> <p>Pine, teak, eucalyptus, umbrella trees, holes, spaces, saw mill, timber, wood, poles, trees, fruits, forests, buy, sell, ornamental seedlings, cut.</p> <p>Structures</p> <ul style="list-style-type: none"> Who ... (planted / watered) the ... (seedlings, trees)? - Jane/Ali ... (planted / watered / cut) the ... (trees, seedlings). 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Through role play let the learners construct/sign sentences using the learnt structure. • Using demonstration method guide the learners to draw and label a farmer spraying. 	<ul style="list-style-type: none"> • Timber • pole • Flash cards • Pictures • Picture cards • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> When did ... (you / he / she ... (plant / weed) the trees? - (You/he/she) ... (planted, weeded) the trees ... (last week, yesterday) etc. 	<ul style="list-style-type: none"> Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. Demonstrate to the learners to recite / sign a rhyme. Use the steps of reading to guide the learners to read / read by tactile / sign short stories. 	
<p>Productive Living</p> <p>1.3.1 Poultry Vocabulary</p> <p>Duck, duckling, drake, hen, cock, chicks, turkey, layers, broiler, free range, battery, system, fold units, deep litters, new cattle, food, pox, coccidiosis, eggs, feeds, husks, nest, poultry houses, vaccine</p> <p>Structures</p> <ul style="list-style-type: none"> How many ... (cows, eggs, hens, cocks) can (she/he/you) see? - I/she/he/you can see ... (hens, 	<ul style="list-style-type: none"> Demonstrate to the learners how to read/read by tactile /sign the pictures. Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. Use a spelling game to help learners spell the learnt vocabulary. Let the learners Listen, Say and Use the learnt vocabulary in sentences. Guide the learners how to read/read by tactile /sign the rhyme. 	<ul style="list-style-type: none"> Eggs Flash cards Pictures Picture cards Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<p>eggs, cows, cocks).</p> <ul style="list-style-type: none"> • How many ... (eggs, cows, cocks, hens) dress does she/he have? <ul style="list-style-type: none"> - She/he has ... (eggs, cows, cocks, hens) 	<ul style="list-style-type: none"> • Through role play let the learners construct/sign sentences using the learnt structure. • Using role play, act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Financial Literacy</p> <p>1.3.2 Proper use of other resources</p> <p>Vocabulary</p> <p>Plastic bottles, paper, polythene, sand, metal, tyres, boxes, straws, paper bags.</p> <p>Structures</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play, act with the learners the play let before she acts with another learner. 	<ul style="list-style-type: none"> • Real objects • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> • Where is the ... (paper, polythene, bag)? <ul style="list-style-type: none"> - The ... (paper, polythene, bag) is on the table. • How many ... (papers, bags, polythene bags,) do you have? <ul style="list-style-type: none"> - I have ... (5 papers, 2 polythene bags) etc. 	<ul style="list-style-type: none"> • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Leisure and Hospitality</p> <p>1.3.3: Cultural festivals</p> <p>Vocabulary:</p> <p>Singing, wear, marriage, play, introduction, bride, bride groom, meal, bride price, dowry, greet, cry, sacrifice, circumcision, naming</p> <p>Structures</p> <ul style="list-style-type: none"> • What did ... (Mary, Fatima, John) do? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> - ... (Mary, Fatima, John) ... (danced, sang, knelt). • Did ... (Mary, Fatima, John) ... (greet, kneel, sing)? <ul style="list-style-type: none"> - Yes, ... (she/he/they) did. - No, ... (she/he/they) did not. 	<ul style="list-style-type: none"> • Guide the learners how to read/read by tactile /sign the rhyme. • Through role play let the learners construct/sign sentences using the learnt structure. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>Healthy Living</p> <p>1.3.4: Hygiene and Sanitation</p> <p>Vocabulary</p> <p>Broom, soap, toilet, towel, brush, comb,</p>	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. 	<ul style="list-style-type: none"> • Soap • Broom • Towel • Sanitary pads • Comb

Content	Teaching /Learning Strategies	Instructional Resources
<p>wash, basin, fryers, sanitary pads, rubbish bins, drying racks, cloth, lines, tippy taps</p> <p>Structures</p> <ul style="list-style-type: none"> • What are you doing? <ul style="list-style-type: none"> - I am ... (washing, brushing, combing). • What is she/he doing? <ul style="list-style-type: none"> - He/she is ... (combing, brushing, washing) his/her hair. • What are they doing? <ul style="list-style-type: none"> - They are ... (combing, washing, brushing) their hair. 	<ul style="list-style-type: none"> • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Using role play act with the learners the play let before she acts with another learner. • Using demonstration method guide the learners to draw and label people who provide basic needs. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Through role play let the learners construct/sign sentences using the learnt structure. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. 	<ul style="list-style-type: none"> • basin • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
	<ul style="list-style-type: none"> Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>1.3.5: Peace and Security</p> <p>Vocabulary</p> <p>Sweep, bridge, culvert, bricks, wedding, circumcision, funerals, ceremony, care, share, play, work, grade, slash.</p> <p>Structures</p> <ul style="list-style-type: none"> What did you do ... (last Saturday, last Sunday, yesterday)? <ul style="list-style-type: none"> I/we ... (swept, played, worked) ... (yesterday, last Saturday, last Sunday). What did she/he / they do? <ul style="list-style-type: none"> She/he/they ... (swept, worked, played) ... (yesterday, last Saturday, last Sunday). 	<ul style="list-style-type: none"> Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. Use a spelling game to help learners spell the learnt vocabulary. Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. Let the learners Listen, Say and Use the learnt vocabulary in sentences. Using role play act with the learners the play let before she acts with another learner. Using demonstration method guide the learners to draw and label leaders in our community. Through role-play let the learners construct/sign sentences using the learnt structure. Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. 	<ul style="list-style-type: none"> Pictures Picture cards Models Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
	<ul style="list-style-type: none"> • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	
<p>The Environment</p> <p>1.3.6: Climate/Weather</p> <p>Vocabulary</p> <p>wind, rainfall, cloudy, sun, season, drought, floods, lightening, thunder, landslides, storm, move, rise, house, fall, warm, blow, wash, clean</p> <p>Structures:</p> <ul style="list-style-type: none"> • What is the weather? <ul style="list-style-type: none"> - It is ... (cloudy, windy, rainy, sunny). • What was the weather yesterday? <ul style="list-style-type: none"> - Yesterday, it was ... (cloudy, rainy, windy, sunny). • What does ... (Joshua, Gloria, Ali) do every day? 	<ul style="list-style-type: none"> • Demonstrate to the learners how to read/read by tactile /sign the pictures. • Use the Oral approach to guide the learners to pronounce/sign learnt words correctly. • Use a spelling game to help learners spell the learnt vocabulary. • Let the learners Listen, Say and Use the learnt vocabulary in sentences. • Lead the learners recognise each of the new words from the given list by reading loudly/reading by tactile. • Using demonstration method guide the learners to draw and label the different components of our environment. • Through role play let the learners construct/sign sentences using the learnt structure. 	<ul style="list-style-type: none"> • Flash cards • Pictures • Picture cards • Models • Strip sentence cards

Content	Teaching /Learning Strategies	Instructional Resources
<ul style="list-style-type: none"> - ... (Joshua, Gloria, Ali) ... (washes, cleans) the ... (clothes, compound) every day. - He/she ... (washes, cleans) the ... (clothes, compound) everyday 	<ul style="list-style-type: none"> • Using role play act with the learners the play let before she acts with another learner. • Ask the learners to write/braille sentences using the learnt structure with the appropriate capitalisation and a period. • Demonstrate to the learners to recite / sign a rhyme. • Use the steps of reading to guide the learners read / read by tactile / sign short stories. 	

Guidance on Assessment

- Check on the learner's stress and intonation during the reading of the new words.
- Observe the learner recites the rhyme with the appropriate intonation.
- Track the intonation of the learner as she reads / reads by tactile / signs pictures
- Check on the intonation of the learner as she reads / reads by tactile / the story.
- Encourage the learner to speak audibly as he acts the play let.
- Supervise the learner draw and label different pictures.

Sample Scheme of Work for English

Wk	Pd	Theme	Sub-theme	Skill	Aspect	Competences	Content	Methods	Activities	Instructional Materials	Indicators of Life skills & Values	Ref.
1	1	Productive Living	Proper Land use practices	Listening Speaking Reading Writing	Vocabulary	The learner: <ul style="list-style-type: none"> reads/signs the given words with the correct pronunciation. spells the learnt words correctly. uses/signs given words to construct sentences to show that he understands their meaning. 	Vocabulary good morning, good afternoon, good evening, sir, madam, Mr Mrs facilitator	Direct method, discussion, LSU	<ul style="list-style-type: none"> pronouncing words with correct stress and intonation. using learnt words in sentences. completing words using the missing letters. 	Picture in the textbook, flash cards, strip cards.	Life skills <u>Effective Communication</u> <ul style="list-style-type: none"> Accuracy Verbal expressions Non-verbal expressions Fluency Clarity Values -Sharing -Love -Cooperation	SIG Curriculum Page 140 SIG TG Page 140

Sample Lesson Plan for English

Lesson planning will help you to guide the flow of your lesson. Below is a sample Lesson Plan.

Date	Class	Subject	Time	No. of learners		
				Male	Female	Total
7/2/2020	Level One	English	9:00–10:00 am	15	09	24

Theme: Productive Living

Sub-theme: Proper Land Use Practices.

Skills: Listening, Speaking, Reading, and Writing

Aspect: Vocabulary

Competencies

The learner:

- reads/signs the given words with the correct pronunciation.
- spells the learnt words correctly.
- uses/signs given words to construct sentences to show that he/she understands their meaning.

Methods: Direct method, Discussion, LSU

Life skills indicators

Effective Communication

- Accuracy
- Verbal expressions
- Nonverbal expressions
- Fluency
- Clarity

Values: sharing, love

Instructional Materials: pictures in the textbook, flashcards, strip cards.

References - SIG Curriculum Page 140; SIG TG Page140

Teaching Procedure

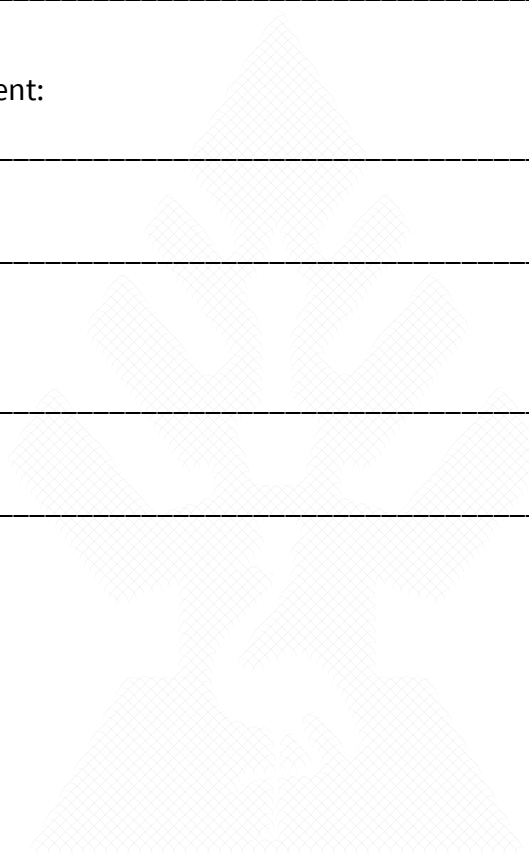
Time	Stages	Facilitator's Activities	Learner's Activities
10 min	Presentation	<ul style="list-style-type: none"> Asks oral questions about the pictures and greeting. 	<ul style="list-style-type: none"> Answers questions about the pictures and greeting.
20 min	Practice stage	<ul style="list-style-type: none"> Teaches new vocabulary: good morning, good afternoon, good evening, sir, madam, Mrs, Mr, facilitator Guides learners to read/sign the words. Guides learners to practice the pronunciation of the new vocabulary in groups, in pairs, and individually. 	<ul style="list-style-type: none"> Reads/signs the words after the facilitator. Pronounces words after the facilitator.
10 min	Production stage	<ul style="list-style-type: none"> Asks learners to make sentences using the vocabulary for example: <ul style="list-style-type: none"> Good morning, Habib. Good afternoon, Ann. Moves around giving individual help on choice of vocabulary, punctuation and sentence construction. Instructs learners to do Exercise 1. 	<ul style="list-style-type: none"> Writes sentences in his/her book using the learnt vocabulary. Does Exercise 1.

Self-Evaluation

Strengths:

Areas of improvement:

Way forward:



TEACHING PERFORMING ARTS (MUSIC DANCE AND DRAMA-MDD)

Background

Performing Arts are important in the lives of all learners at all ages. They promote the cultural and human values as well as life skills. Enough time should therefore be given to develop learner's talent-based skills for effective growth and development. This follows into the broad aims of education endorsed by the Government White Paper (1992) that states, "To eradicate illiteracy and to equip the individual with basic skills and knowledge to exploit the environment for self-development as well as national development, for better health, nutrition, family and capability for continued learning". All the above will contribute to the building of an integrated, self-sustained and independent rational economy based on practical skills. It will enable individual learners make a living in a multi-skilled society. The learners will be able to survive in society using the skills acquired in school. This Curriculum encourages the integration of activities across the learning areas. It gives an opportunity to the learners to explore their environment and develop their creativity for gainful employment.

Rationale

The teaching of Performing Arts to special interest groups is one of the strategies to equip learners with artistic skills that can be useful to their day-to-day life. Learners develop particularly pertinent skills and contribute to their general growth and development. These are some of the areas that can visibly be developed:

- i) Developing a musical sense of rhythm and pitch.
- ii) Shaping the content of a learner's character.
- iii) Develop fluency, confidence and creativity.
- iv) Developing self-discipline, integrity, tolerance and human fellowship.
- v) Inculcating morals and ethical values.
- vi) Developing social & life skills among learners.

- vii) Contributing to their physical development through performance.
- viii) Contributes to building national unity through cross-cultural performances.

Performing Arts' is a practical learning area comprising of the following areas:

- i) Western style singing
- ii) Reading and writing music
- iii) Traditional folk singing
- iv) Musical instrumental work
- v) Drama/Poetry
- vi) Dance

In this curriculum, the above have been developed using topics that have been carefully selected to develop each of the areas noted above. They are spread across the different sessions with progressing content areas. The last topic – Performing the Arts – is meant to turn the earlier learnt skills into performable items to an audience thereby making MDD a career-based learning area. The topics for level one are listed below:

- i) Anthems
- ii) Theme-based songs
- iii) Traditional folk songs
- iv) Poetry/rhymes
- v) Drama (Dramatisation)
- vi) Instrumental work (Making)
- vii) Instrumental work (Playing)
- viii) Traditional folk dance
- ix) Creative dance
- x) Performing the arts

Time Allocation

Performing Arts learning area will be taught twice a week with each lesson having a period of 40 minutes. However, in case of learners with Special Educational Needs (SEN), there may be a level of adjustment to suit their varied capacities.

Life Skills and Values

Creative and performing arts are an exceptionally great avenue of developing life skills and values among learners. During performances sessions, it is usual to identify learners who are highly sociable with others and those that are confident with their life. It is during performances that learners usually bring out all their hidden traits to the front and therefore help facilitator to direct appropriately. In this regard, the facilitator is encouraged to allow learners to freely express themselves and also rewards good practices.

During performing arts lessons, the facilitator is encouraged to help learners develop good life skills like assertiveness, critical thinking, decision making, effective and clear communication, coping with stress, problem solving, patience and the like, while encouraging values like, appreciation, respect, responsibility, love and care, trustworthiness, honesty, togetherness, sharing, cooperation, patience, endurance and the like.

Methodology

To ensure effective teaching and learning of performing arts, appropriate methods and techniques have been suggested in the Curriculum. Below are the methods of teaching, which can be applied in this curriculum:

- i) Rote (learning by imitation and repetition)
- ii) Notation (reading music notes)
- iii) Demonstration
- iv) Discovery
- v) Discussion
- vi) Role play
- vii) Project work
- viii) Field visits
- ix) Exhibition and
- x) Use of Resource Persons etc.

Instructional Materials (Resources)

For effective instruction of performing arts, the instructor is encouraged to use a variety of instructional materials. Instructional materials are very ideal for learner-centred learning and if used appropriately, they can make the instructor's work very easy. Instructional materials can be classified in various categories namely:

Reference books: these may include the Curriculum Guide, song books, and various textbooks.

Scholastic materials: music manuscript papers, charts, pencils, markers, pens, CDs, DVDs, radios, computers, brail materials etc.

Local materials: these can be collected locally from the environment.

Artificial materials: these can be purchased from shops or collected from the environment.

Equipment and tools: these may be made locally or purchased from shops e.g., radios, computers, audio-visual devices, permanently ruled boards, piano key board etc.

Learners with Special Education Needs

These can also participate fully in all exercises. You are therefore advised to find alternative activities to suit the abilities of learners with special learning needs. Where one cannot sing, one may sign, where one cannot dance, one may accompany the dance by clapping or playing instruments or just carry instruments and costumes required for dancers. Then you will score the achieved competencies and add up each learner's total score as a percentage just like all other learners in the practical exercises. This means that the facilitator is required to design a different scoring tool for learners with special educational needs.

Level One: Session One

Introductory Lesson: Sharing Performing Arts Experience

Overview

This introductory lesson is the first lesson that welcomes the learner to the subject of Performing Arts. It is not an independent topic and it does not run throughout the curriculum. It is rather a lesson that sets the minds of learners towards Performing Arts in general. The instructor uses the lesson to arouse the learner's interest in subject in preparation for the entire study of the programme. Through the lesson, the learner is encouraged to identify Music Dance and Drama activities in the community, to name the favourite performing artists in the community and the country and also to perform some favourite musical items in a freestyle model. The main purpose of this lesson is to help the learners associate the learning experience with Performing Arts as an important professional career. For this reason, this introductory lesson should be very interactive between the instructor and the learners and also between the learners.

Learning Outcome

The learner expresses awareness and appreciation of Performing Arts as a useful career in the community and the country at large.

Content	Teaching/Learning Activities	Instructional Resources
Sharing Performing Arts experience	<ul style="list-style-type: none">• Introduce the lesson with some musical items either played of gadgets or performed by any available resource persons.	<ul style="list-style-type: none">• Picture of some famous musicians in the country.

	<ul style="list-style-type: none">• Display pictures of known performing artists in the country and ask learners to identify them by name and famous items.• Let learners identify own favourite song items and also to explain the source of those items• Select learners to perform favourite musical items to the rest of the class and let other learners comment on the performances.• Ask questions related to the performances and let learners answer and allow learners to ask own questions while guiding on right answers.	<ul style="list-style-type: none">• Audio and or video gadgets to play back some selected songs and videos.
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Guidance on Assessment

- Listen and observe the learner's performing abilities and reward with individual and class applause.
- Ask learners some questions about the performances and assess their ability to explain the attributes contained in the performance.

Topic 1: Anthems

Overview

Anthems are very important attributes of a nation. They call for patriotism and love for one's cultural community, school and the nation at large. In the SIG curriculum, anthems are an integral part of teaching creative performing arts. In this topic, several categories of anthems will be taught as the syllabus guides. These include; the Uganda National Anthem, the Uganda Schools Anthem, and Community Anthems wherever available. At level one, learners should sing only one stanza of each of the Anthems and they should sing in unison (not harmonised). The learnt parts will be sung on assemblies and any other formally arranged events within the school and community.

Anthems can be taught by rote (imitation and repetition) or by notation where learners read either sol-fa or staff depending on the appropriateness. However, for this SIG curriculum, it is advised that all Anthems should be taught by rote. Even where musical notes are involved, the facilitator should teach the notes by rote in order not to task learners with the highly academic component of musical notation.

Learning Outcome

The learner develops a sense of belonging through cheerful singing of the Anthems

Topic/Content	Teaching/Learning Activities	Instructional Resources
Anthems	<ul style="list-style-type: none"> Tell a story or give a brief background of the Anthem slated for learning. Display pictures related to the Anthem e.g. those of presidents or cultural leaders, people or choirs singing or playing instruments 	<ul style="list-style-type: none"> Song lyrics written on a chart Books which contain

	<ul style="list-style-type: none"> • Display lyrics on a chart and help learners read the lyrics of the Anthem several times as you correct errors • Recite the song part by part as learners listen. • Let learners listen to your singing several times and encourage them to sing along. • Let learners repeat after the facilitator, line by line. • Let learners sing with the facilitator from beginning to end, while the facilitator withdraws to allow learners develop confidence in singing on their own. • Let learners sing as a group, in pairs and individually. They perform the Anthem as the convention states (standing still) • Ask questions related to the song and let learners answer and allow learners to ask own questions while guiding on right answers. 	<p>the songs as lyrics.</p> <ul style="list-style-type: none"> • Relevant maps • Pictures of relevant leaders • Pictures of a band (police or army band) playing the anthem • Audio gadgets to play back the song
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Guidance on Assessment

- Listen to the learners' singing and assess pitch notes, rhythm accuracy and the mastery of lyrics.
- Ask learners some questions about the song and assess their ability to explain the patriotic attributes that are contained in the song.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 2: Theme-Based Songs

Overview

Theme-based songs are derived from themes given in the curriculum. These themes were selected from the learning needs of the SIG. Such songs portray messages on the selected issues that affect the learners in their communities. They could include themes on health, environment, peace, love, friendship, global citizenship and the like.

The facilitator is encouraged to either collect relevant songs that exist in the community or to compose original songs. The facilitator is also encouraged to guide learners to collect existing songs in their community or even to guide them in creating own original songs. The facilitator can also source song items from resource persons in the community. All collected songs will form a repertoire that the facilitator can refer to from time to time. To ensure an effective teaching/learning process, facilitator is encouraged to use appropriate procedures to help learners master the songs and sing them from time to time.

Learning Outcome

The learner appreciates the values of the mother community through singing a variety of theme-based songs.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Theme-based songs	<ul style="list-style-type: none"> • Tell a story or give a brief background of the song slated for learning. • Display lyrics of the song on a chart and help learners read the lyrics several times as you correct errors. • Recite the song part by part as learners listen. 	<ul style="list-style-type: none"> • “Singing to Learn” Song book for thematic curriculum • Charts with song lyrics

	<ul style="list-style-type: none"> • Let learners listen to your singing several times and encourage them to sing along. • Let learners repeat after the facilitator, line by line. • Let learners sing with the facilitator from beginning to end, while the facilitator withdraws to allow learners develop confidence in singing on their own. • Let learners sing as a group, in pairs and individually. They perform the choral song as the convention states. • Ask questions related to the song and let learners answer and also allow learners to ask own questions while guiding on correct answers. 	<ul style="list-style-type: none"> • Audio gadgets to play back any recorded songs • Resource persons • Instructor's repertoire
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Guidance on Assessment

- Listen to the learners' singing and assess pitch notes, rhythm accuracy and the mastery of lyrics.
- Assess learners on their ability to play roles in making a good performance e.g., playing accompanying instruments, creating accompanying movements, bringing new songs for the class to sing, leading in some songs etc.
- Ask learners some questions about the song and assess their ability to explain the meaning of the song.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 3: Traditional Folk Singing

Overview

Every group of people in Uganda has a very rich store of folk songs, those that talk about their daily experiences. There are many categories of African traditional folk songs that learners need to experience in order to develop their appreciation of culture. Such categories include work songs like fishing, hunting, herding, harvesting, lumbering, backcloth making, etc. Other categories are ceremonial songs, worship songs, lullabies, play songs etc. The facilitator is advised to read the syllabus carefully and identify the category of songs that are recommended for every session. For an effective teaching/learning process, the focus should be put on developing the unique features of folk singing like vibrato, yodelling and the like.

Learning Outcome

The learner demonstrates a sense of appreciation of culture through performing African traditional folk songs.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Traditional folk singing	<ul style="list-style-type: none"> • Tell a story or give a brief background of the song you are going to teach. • Use pictures related to the song and discuss the features of the picture. • Let learners listen to you as you sing the song several times. Encourage them to sing along with you where they can. • Let learners repeat after you, line by line. • Let learners sing with you from beginning to end (You will need to 	<ul style="list-style-type: none"> • Drums and beaters • Shakers • Rattles • Raffia skirts • Costumes • Relevant props

	<p>identify difficult words or parts and repeat them so that learners can say them and sing them appropriately).</p> <ul style="list-style-type: none">• Ask learners to sing along with you. Withdraw from the singing as learners sing with confidence and self-esteem.• Accompany the song with any appropriate musical instruments.• Guide learner to perform relevant body movements to accompany the song.• Let learners sing as a group, in pairs and individually.• Ask questions. Encourage learners to ask and answer questions related to the song.	
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Guidance on Assessment

- Listen to the learners singing and assess the tonal quality according to tradition.
- Improvises costumes, props and make up for the folk song at hand guide of proper usage
- Assess the quality of playing accompanying instruments.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 4: Poetry/Rhymes

Overview

Teaching poetry and rhymes is a very important part of developing creativity among learners. It builds on the learners' language competence, social skills and values. It builds on the learner's imaginative skills, self-expression, interpretative skills and confidence building. The facilitator is advised to develop a collection of poems and rhymes about their tradition and culture to complement the teaching/learning process.

Learning Outcome

The learner develops effective communication through performing poems and rhymes.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Poetry/Rhymes	<ul style="list-style-type: none"> • Identify a poem/rhyme that is relevant to the topic. • Identify key words in the poem/rhyme and let learners read, spell and use them in short sentences. • Use a learning aid to introduce the poem/rhyme where applicable. • Recite the poem/rhyme as the learners listen. • Let the learners recite the poem/rhyme as you withdraw. • Let the learners recite the poem/rhyme in groups, in pairs and individually. • Emphasise issues on articulation, stress and intonation. • Let learners answer questions about the poem/rhyme. 	<ul style="list-style-type: none"> • Picture stories • Chart with poem/rhyme lyrics

Guidance on Assessment

- Listen to the learner's pronunciation and articulation of words with the necessary audibility.
- Assess the learner's ability to master the words.
- Assess the learner's ability to perform the poem/rhyme with appropriate expressions and gestures.
- Assess the learner's ability to perform as a team with others especially on spontaneity and uniformity.

Topic 5: Drama (Dramatisation)**Overview**

This topic enables learners to interpret events and experiences through drama. The topic also helps to extend the learner's language competence through building vocabulary and other speech skills. This topic focuses on dramatisation/acting where learners are given scripted roles on a particular theme, which they master and act to an audience. For this drama presentation, encourage the learners to act with appropriate dramatic practices like audibility, facial expression, body language, proper stage movements, stage awareness, entrances and exits, and turn taking. They should also mind about the costumes and props and body make up to define their characters.

Learning Outcome

The learner appreciates self-expression, discipline and artistic composition through performing the set drama piece.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Set Drama Piece	<ul style="list-style-type: none">• Ask learners to tell you stories about a given topic (the one relevant to the set drama).• Tell learners the story about the set drama and let them listen and observe you as you tell the story.• Discuss the connections between their stories and yours. This helps them to understand the theme.• Ask for volunteers for the drama.• Guide them to present the story or theme you have narrated.• After a minimal mastery of what is to be dramatised allow the activities go through to the end.• Divide the class into smaller groups.• Where space is not enough, take learners outside.• Let all learners take roles following the demonstration.• Guide them in their groups as they practice.• Call them together as a class and let one group act at a time while others watch and comment.• Make sure each group is appreciated.• Assist the learners to act and use appropriate language through drama.	<ul style="list-style-type: none">• Drama Scripts• Assorted Costumes• Assorted stage Props• Make up equipment and facilities

Guidance on Assessment

- Assess the learner's ability to master the script.
- Assess the learner's ability to act with appropriate dramatic practices like audibility, facial expression, body language, proper stage movements, stage awareness, entrances and exits, and turn taking.
- Assess the learner's ability to identify and use appropriate costumes and props.
- Assess the learner's ability to make appropriate body make up to define their characters.

Topic 6: Instrumental Work (Making)

Overview

Instrumental work is very important in developing an all-round performing artist. Some learners are good instrumentalists while others may be good instrumental makers or both. It is therefore appropriate to give chance to learners to exploit their musical potential in the area of instrumental work. In this SIG curriculum, instrumental work is in two parts: playing and making. Making instruments should start straight away at the beginning of the session so that learners have accompanying instruments for all their singing. Learners should collect various materials from their environment, make own instruments and store them in a safe place.

This aspect should be treated as on-going throughout the session and learners should be awarded marks for their efforts. It is still very appropriate to invite a resource person to teach learners to make particular instruments wherever the instructor deems it necessary.

Learning Outcome

The learner appreciates African musical culture through experimenting on making traditional musical instruments.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Instrumental Work (Making)	<ul style="list-style-type: none"> • Introduce the category of instruments to the class and display the kind of instruments slated for making. • Let learners identify the materials that can be used to make the selected instruments • Divide learners in groups and assign leadership roles and responsibilities of collecting materials that will be used to 	<ul style="list-style-type: none"> • Materials for making the different musical instruments • Equipment for making the different

	<p>make the instruments (this would be done before the actual lesson of making).</p> <ul style="list-style-type: none"> • Let the learners in their groups sort the collected materials that they will use to make the allocated musical instruments. • Give time to individuals and groups to make their own instruments. • Individuals and groups display their locally made instruments for inspection, and assessment. • Allow other groups to analyse and assess the quality of instruments made in the various groups. 	<p>musical instruments</p> <ul style="list-style-type: none"> • Example of finished musical instruments in the relevant category. •
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Guidance on Assessment

- Assess the learner's ability to collect a variety of materials that will be used to make the musical instruments.
- Assess the learners' skill in making own musical instruments in the selected category.
- Assess the learner's aptitude towards the art and skill of making the instruments.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 7: Instrumental Work (Playing)

Overview

There are many types of musical instruments suggested in the SIG curriculum. These include percussion instruments, stringed instruments, and wind instruments. For each session, a particular category of instruments has been suggested. The instructor is encouraged to read the syllabus and identify the category of instrument to be taught in each session. The types of instruments are given below:

Percussion instruments: these are musical instrument that produce sound by being struck, shaken, scraped or rubbed by hand or struck against another similar instrument. Some percussion instruments are melodic including xylophones, lamellophones, thumb pianos etc. while others are rhythmic including Drums and beaters, shakers, rattles, clappers, rhythm sticks, ankle bells etc.

Learning Outcome

The learner appreciates African musical culture through playing traditional music instruments of different classes.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Instrumental Work (Playing)	<ul style="list-style-type: none"> • First tune the instruments slated for playing in an appropriate key • Introduce the class of instruments to the class • Divide children into groups according to the number of instruments 	<ul style="list-style-type: none"> • Assorted musical instruments in different classes • Resource persons to help teach

	<ul style="list-style-type: none"> • Select a simple tune to play on the instruments, sing it and let the learners imitate you, bit by bit. • Let the learners experiment with playing the learnt tune on the instrument. Give them time to learn as skilful playing takes time to master. • Choose another group in the same way until all groups have tried the instruments. • Conduct the learners as they play the simple tune while you identify areas that need assistance. 	the skill of playing.
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Guidance on Assessment

- Assess the learner's capacity to handle and play simple tunes on the instruments.
- Assess the learner's social skill of playing with others without distorting the flow of the music.
- Assess the learner's responsibility towards caring for the musical instruments.

Guidance to the Facilitator

Chordophones (stringed class): these are musical instruments with strings that produce sound by being plucked or bowed. They include instruments like the tube fiddle, the harp, zither, lyre, ground bowl, etc.

Aero phones (wind instruments): these are musical instrument that produce sound by blowing air into them. They include instruments like the flutes, stopped pipes, panpipes, horns, trumpets, whistles, etc.

For all the categories of instruments the instructor should focus on the handling, and playing technique of the musical instruments with a view to producing an ultimate sound out of the instrument.

Topic 8: Traditional Folk Dance

Traditional folk dancing consists of culturally agreed body movements and the related accompanying musical instruments. Every traditional folk dance comprises basic movements that are centred on particular body parts for example the neck, the waist, the hands, the legs etc. Traditional folk dances are based on very particular functions, some are royal dances, while others are social and ceremonial. They are also very particular about the costumes and props used in the dance. The facilitator should pay a close attention to these issues. These are introduced in the learning process when learners have developed skills of rhythm and body coordination. There are as many traditional folk dances as the different cultures in Uganda and the facilitator is encouraged to select the dance category to teach after consulting the curriculum.

Learning Outcome

The learner appreciates African musical heritage through performing a traditional folk dance.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Traditional Folk Dance	<ul style="list-style-type: none"> • Identify the folk dance relevant to a particular session. • Tell a story about the identified dance. • Create an accompaniment that suits established motifs. • Ask learners to show others the movement(s) they know or like. • Arrange learners in such a way that they all see the demonstration and introduce the new movement(s) one at a time. • Learners watch you as you demonstrate. 	<ul style="list-style-type: none"> • Drums and beaters • Shakers • Rattles • Clappers • Rhythm sticks • Ankle bells. • Any other relevant musical instrument

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| | <ul style="list-style-type: none">• Ask them to imitate you step by step. Don't move to the next step before they have mastered the first.• Guide them to follow the right direction e.g., right, left, up, down, etc.• Call upon learners, one at a time or group by group, to come forward and demonstrate. Make sure all learners are involved.• Use one or two learners who have mastered the movement to demonstrate to the whole class.• Allow learners to correct one another. | |
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Guidance on Assessment

- Assess the learner's capacity to perform basic dance movements.
- Assess the learner's capacity to perform dance motifs in varied levels.
- Assess the learners' capacity to accompany the dance with relevant songs and appropriate musical instruments.
- Assess the learners' capacity to accompany the dance with appropriate musical instruments.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 9: Creative Dance

Overview

Creative dance movements are very important both as a communicative tool and as a physical exercise. Learning creative body movements enables the learner to explore a variety of body movement to accompany singing and to deliver messages to the audience. In case of blind children, hold and guide them on how to move before they start doing it independently. While performing various movements, the learners are guided to bring about contrasts between vigorous or lively and light or gentle forward and backward and sideways movements. Creative movements may be free or guided. Free movements result from playing music on an instrument or a recorded song and individuals dance freely, according to rhythm. In free movements, you must not have particular steps for all learners to flow. Creative dance may also constitute guided movement that all learners do uniformly to depict particular stories developed from particular themes.

Learning Outcome

The learner demonstrates useful messages using created body movements.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Creative Dance	<ul style="list-style-type: none"> • Identify a theme on which the dance will be performed. • Tell a story about the selected theme. • Ask learners to show others the movement they know or like that depict the messages identified. • Arrange them in such a way that they all can see you demonstrate. • Introduce the new movement one at a time. • Learners watch as you demonstrate. 	<ul style="list-style-type: none"> • Drums and beaters • Shakers • Rattles • clappers, • Rhythm sticks • Ankle bells. • Any other relevant

- Ask them to imitate you step by step. Don't move to the next step before they have mastered the first.
- Guide them to follow the right directions; e.g., right, left, up, down, etc.
- Call upon children, one at a time or group by group to come forward and imitate. Make sure all are involved.
- Use one or two learners who have mastered the movement to demonstrate for the whole class.
- Allow learners to correct each other.
- Consolidate all dance motifs into a story and let learners perform.

musical
instrument

Guidance on Assessment

- Assess the learner's capacity to perform a variety of dance motifs in varied levels.
- Assess the learners' capacity to accompany the dance with appropriate musical instruments.
- For learners with special educational needs, assign appropriate exercises that suit their capacities.

Topic 10: Performing the Arts

Overview

This is the topic that was designed to give the learner an opportunity to put into practice, and to consolidate the musical skills acquired throughout the session. In this topic the facilitator is encouraged to identify MDD situations and occasions and activities for performing the arts. They could follow into categories like class concerts, school concert days, parents' days, speech days, MDD competitions, assemblies and the like. The facilitator is encouraged to plan with learners how to organise the different occasions and encourage the learners to perform a variety of musical items to an audience. These would include favourite songs, dances, poems/rhymes, and drama skits. They could also present instrumental ensemble. The main purpose of this topic is mainly to put into practice the musical skills acquired in the entire learning process.

Learning Outcome

The learner demonstrates skill in performing Music Dance and Drama in a variety of activities.

Topic/Content	Teaching/Learning Activities	Instructional Resources
Performing the Arts	<ul style="list-style-type: none"> • Set a concert date and work with learners to select items for presentation. • Guide learners to identify favourite musical items for presentation. • Guide learners to do thorough practice and master the items for presentation. • Guide learners to identify the necessary costumes, props that will be used in the concert. • Guide learners to apply appropriate make up to define characters in acting roles 	<ul style="list-style-type: none"> • Variety of costumes and props. • Variety of musical instruments • Adjudication sheets • Make up equipment and facilities.

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| | <ul style="list-style-type: none">• Invite an audience to watch the performance.• Invite an adjudication panel to select exceptional performers who will be announced and give incentives as per the availability. | |
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Guidance on Assessment

- Assess learners on the performance of particular musical activities whether in singing, dancing, instrumental work, acting or dancing.
- Assess the organisational skills exhibited by learners before, during and after the concert.

Sample Scheme of Work for Performing Arts

WK	PD	Topic / Content	COMPETENCES		Methods	Activities	Inst. Materials	Life skills and Values Indicators	Reference	RMKS
			Subject	Language						
1	1	The Uganda National Anthem	<ul style="list-style-type: none"> The learner: <ul style="list-style-type: none"> Sings the Uganda National Anthem on correct pitch and rhythm Answers questions related to the importance of singing the Anthem. 	The learner: <ul style="list-style-type: none"> Pronounces/signs the words of the song. Spells reads/writes in braille the words of the anthem correctly 	<ul style="list-style-type: none"> Rote Discussion Group work 	<ul style="list-style-type: none"> Listening/watching the anthems played on audio or video Singing/ signing the Uganda National Anthems Discusses the importance of the national Anthem. 	<ul style="list-style-type: none"> Chart showing the written lyrics of the Anthem Audio and or Video recording of the Anthem. gadgets for play back of the Anthem 	<ul style="list-style-type: none"> Critical thinking Effective communication – fluency Confidence <p>VALUES</p> <ul style="list-style-type: none"> Teamwork Appreciation on Responsibility Cooperation n 	<ul style="list-style-type: none"> AEP Curriculum SST textbook Facilitator's resource books. 	

Sample Lesson Plan for Performing Arts

Date	Class	Subject	Duration	No. of Learners	
	Level I	Performing arts (MDD)	11:00– 11:40 am	Boys	10
				Girls	15

Topic: Traditional Folk Sings

Sub-Topic/Content: Initiation Songs in any Ugandan community.

Subject Competencies:

The learner:

- Identifies initiation ceremonies in any Ugandan community.
- Identifies initiation songs from the selected community.
- Identifies characteristics of the selected songs.
- Sings an initiation by rote.
- Plays accompanying instruments.
- Moves to the rhythm of the song.
- Identifies and uses appropriate costumes and props.
- Performs the song with interpretative gestures.

Language Competencies

- The learner reads, responds to, uses and writes the following words: Initiation, Circumcision, Child naming, Twins, soloist, mood etc.

Resources

Drums, beaters, bark cloth, raffia skirts, maracas, shakers, ankle bells, etc.

General Approach/ Method

Rote, demonstration, exhibition, illustration, discovery.

Life Skills

- Creative thinking, appreciation, interpersonal relationships, self-expression, turn taking.

Teaching Procedure

Time	Step	Facilitator's Activities	Learners' Activities
3min	1	<ul style="list-style-type: none"> Guides learners to sing a known traditional ceremonial song from Uganda. 	<ul style="list-style-type: none"> Sings any known traditional ceremonial song from Uganda.
10min	2	<ul style="list-style-type: none"> Guides a discussion about traditional ceremonies in Uganda Tells a story about ceremonies in Uganda 	<ul style="list-style-type: none"> Identifies traditional ceremonies in Uganda. Discusses the characteristics of traditional initiation songs in Uganda.
10 min	3	<ul style="list-style-type: none"> Introduces an initiation song and teaches it by rote method 	<ul style="list-style-type: none"> Imitates the facilitator and sings the song part by part to mastery.
5 min	4	<ul style="list-style-type: none"> Guides learners to play simple percussion instruments to accompany the song. 	<ul style="list-style-type: none"> Plays simple percussion instruments to accompany the song.
12 min	5	<ul style="list-style-type: none"> Guides learners to move according to the rhythm of the song. 	<ul style="list-style-type: none"> Moves according to the rhythm of the song.

		<ul style="list-style-type: none"> • Guides the general performance of the song. • Gives oral questions about the song. 	<ul style="list-style-type: none"> • Performs the song with clapping, movements and actions and appropriate facial expressions. • Answers oral questions about the song.
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Self-Evaluation

Strengths:

Areas of improvement:

Way forward:

TEACHING MATHEMATICS

Background

The content on numeracy was developed according to six major themes. The themes link and relate to 4 various areas of numeracy to real world applications.

- Productive living
- Financial literacy
- Leisure and Hospitality
- Health living
- Living with others
- Our Environment

Numeracy skills are crucial for the holistic growth and development of the country and the whole world. For numeracy to have meaning in the immediate environment of fishermen in Kalangala and nomads in Karamoja, it should involve the individuals in practical activities, to enable them use critical and logical thinking. Therefore, much emphasis has been put on practical/ hands on activities to enhance their numeracy skills through exploring the psychomotor domain. The following content has been found to be relevant to the topics: Sets, Geometry, Measurements, Fractions, Numbers, Graphs, Operations, Construction, Algebra, Money, Patterns and Sequences.

Rationale/Purpose

At all levels of numeracy, the aims and objectives of teaching the sessions are in line with the national aims of Education and include the following:

- To enable individuals in Kalangala and Karamoja acquire functional numeracy and communication skills in mathematical language.
- To develop adequate practical skills for making a living.
- To develop the ability to use the problem- solving approach in various life situations.
- To develop appreciation for dignity of work and for making a living by one's honest effort.
- To instil the value of living and working cooperatively with other people.
- To develop cultural, moral and values of life.
- To develop the pre-requisite for continuing education and development.
- To develop discipline and good manners.

General Approach

During the teaching/learning process, the teacher is expected to involve learners in the learning process through discussion, discovery, demonstration and explanation. These methods have been embedded in the activities and assessment competences. The teacher is expected to facilitate learning as the learners construct their own knowledge. The teacher should actively guide and supervise all the learning activities. The active verbs used in expressing competences are all directed to the learner. As a result of teaching/learning processes, the learner should be able to exhibit the competences. Therefore, thorough arrangements are expected for most appropriate instructional materials, learning activities and how they will be carried out. The methods chosen should promote learner centered learning activities.

Task analysis is another important approach. It involves breaking down the available activity to be taught into simpler manageable steps that can be accommodated easily at the pace of every individual learner.

The teacher should use the environment as much as possible to help the learners relate mathematics to real life situations and experiences. Learners should be exposed also to experiments, exhibitions, projects, field trips and excursions. Encourage learners to record and report their findings. Think of other methods that will provide the learner with the opportunity to explore and acquire more knowledge, concepts, skills, abilities, right attitude, values and competences. Provide opportunities for learners to share what has been learnt.

Procedure

The following procedures provide some recommended approaches to teaching the various competences, using various methods. However, you should try to vary approaches so that learners do not get used to one way of approaching problems. These methods have been embedded in the activities and assessment competences. In mathematics each competence is approached and assessed differently, that is why assessment competences are not for the entire session but for different competences.

Term 1

Theme 1 Productive living:

Expected Learning outcomes:

The learner should be able to communicate, relate and participate harmoniously with other people in the community with creativity and appreciation

Sub-theme 1: Proper land use practices (simple irrigation, crop rotation, mulching, kitchen garden/ backyard farming, manuring, fallowing, row planting)

Content	Suggested Teaching / Learning Activities	Instructional Resources
1.1.1. Sets <ul style="list-style-type: none"> • Sorting and forming sets • Naming sets • Counting 1-100 • Matching 	<ul style="list-style-type: none"> • Guide a learner to logically sort items used in land e.g., tools, • Help a learner to confidently form different groups of same things used in land. • Help the learner to accurately name the formed sets and mention their uses e.g., hoes, slashers, rakes, pangas, axes, knife, wheelbarrow, watering can • Let the learner get to know that the formed groups are called sets • Help the learner to accurately name the sets sorted e.g., a set of knives • Through discussion guide the learner to accurately count and match the sets with their names. • Guide learners to use counters and count number of objects 1-100 	<ul style="list-style-type: none"> • Concrete materials from the environment E.g., flowers, seeds, leaves etc.

Content	Suggested Teaching / Learning Activities	Instructional Resources
	<ul style="list-style-type: none"> • 	
Geometry <ul style="list-style-type: none"> • Identifying shapes • Naming shapes • Matching shapes • Drawing shapes 	<ul style="list-style-type: none"> • Through think pair share, let the learner identify shapes he/she has collected and match them with similar shapes others have collected • Give out cut outs of different shapes and ask the learner to sort and accurately associate the shapes with other similar shapes • Help the learner to correctly name the different shapes and share the answer with the class. • Ask the learner to correctly match the shapes with their names. • Guide learners to discover the same shapes and creatively draw the shapes 	<ul style="list-style-type: none"> • Clay • Sticks • Fibre • Paper • Shapes from the environment • Strings
Measurements <ul style="list-style-type: none"> • Measuring length using non-standard units • Comparing length using nonstandard units 	<ul style="list-style-type: none"> • Guide the learner to accurately measure length using non- standard measures like strings, feet, and hand span. • Ask the learner to patiently wait for her/ his turn to measure the length using his/her feet and hand span. • Accurately records his/her measurements • Ask the learner through think pair share and compare the measurements with the partner 	<ul style="list-style-type: none"> • Strings • Paper • Sticks • Stride • Hand-span • Foot steps

Content	Suggested Teaching / Learning Activities	Instructional Resources
	<ul style="list-style-type: none"> • Take learners outside the class to find the length of different things like the veranda and the building block. • Guide the learner to actively participate in the discussion of the findings in class • Guide the learner to determine which distance is longer / shorter using the strings with different lengths. 	
<p>Fractions</p> <ul style="list-style-type: none"> • Identifying fraction of a group/whole • Naming common fractions • Drawing common fractions • Making models of different items using fractions 	<ul style="list-style-type: none"> • Guide the learner to practically and accurately demonstrate the cutting of fruits into different fractions eg fractions of $\frac{1}{2}$ and $\frac{1}{4}$ from 2 and 3 • Help the learner to correctly name the fractions cut. • Encourage the learner to effectively communicate the fractions he / she has cut to the class • Help the learner to accurately make models of fractions from different items like paper, wood • Ask the learner to accurately draw common fractions like $\frac{1}{2}$ and $\frac{1}{4}$ and through discussions names them • Assist learners to creatively identify and make models of different fractions using items from the land 	<ul style="list-style-type: none"> • Real objects • Paper • Scissors • Pencils • Colours • Flash cards

Assessment guidelines

The learner

- Correctly sorts cows / fish and matches them as per the type
- Correctly counts 1-500
- Confidently describes sets
- Accurately identifies containers with different measures of capacity
- Correctly measures capacity
- Confidently compares weight (mass) using non- standard measures
- Tells time using natural events
- Identifies money and what it can buy
- Adds money
- Subtracts money

Guidance to the teacher

- Engage the class in open discussion to identify the types of cows reared in the area / fish caught in the area lake, pond.
- Engage the learner in creative and active discussions to identify and forms sets using resources from the environment like water sources, types of food and different money notes and coins
- Through discovery ask the learner to identify how milk, water, and other liquids are measured before selling.
- Identify the trees where you can make a seesaw and pair the learners to have one sit at one side and another on the other. Take their mass by comparing who is heavier.
- Measure mass using sand/ soil on one side of the scale and sugar on the other
- Measure food and water in water bottles and compare the findings
- Take learners out during sunny days at different times to accurately tell time based on shadows.

**1.1.1. b. Cattle keeping/ Fish farming/Rearing earthworms (Vermiculture)
(Depending on the chief economic activity, Focus can be put on either cattle
keeping or Fish farming)**

Content	Suggested Teaching / Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • sorts and forms sets. • names sets. • matches sets. • count 1-500 	<ul style="list-style-type: none"> • Guide the learner to sort and form sets from the environment e.g. (cattle, fish, goats and crops) • Let the learner name the sets formed • Ask the learner to match sets formed • Let the learner count numbers from 100 – 500 	<ul style="list-style-type: none"> • Materials from environment • counters (stones, sticks, straws)
<p>Whole numbers</p> <ul style="list-style-type: none"> • Reading place value • Counting numbers • Writing numbers in place values • Adding • Subtracting without regrouping • Filling in the missing numbers 	<ul style="list-style-type: none"> • Guide the learner to read place value from the chart • Let the learner read according to place values • Ask the learner to count numbers • Let the learner write numbers in place values • Guide the learner to add while observing the proper place value • Through explanation and demonstration show the learner how to subtract without regrouping • Let the learner subtract without regrouping • Help the learner to fill in the missing numbers 	<ul style="list-style-type: none"> • Materials from the environment • Place value chart • Abacus • Flash cards

<p>Geometry</p> <ul style="list-style-type: none"> Identifying shapes Naming shapes Matching shapes Constructing shapes 	<ul style="list-style-type: none"> Guide the learner to identify shapes from the immediate environment Ask the learner to name the shapes identified Place the object/flash cards of shapes on the table/floor, let the learner match object to shapes and picture to pictures Guide the learner to draw and construct shapes 	<ul style="list-style-type: none"> Paper Shapes from the environment Mathematical instruments
<p>1.1.2. Sets</p> <ul style="list-style-type: none"> Identifying and forming sets Matching sets Naming sets Counting 200-500 	<ul style="list-style-type: none"> Help learners to describe different types of sets formed Through think pair share guide the learner to confidently compare sets of what others have formed. Guide learners to count objects and pictures from 200 to 500 using place value of up to hundreds with the help of bundles of tens and hundreds and loose objects 	<p>Concrete materials from the environment E.g., stones, seeds, tins</p>
<p>Measurements</p> <ul style="list-style-type: none"> Measuring capacity using non- 	<ul style="list-style-type: none"> Ask the learner to identify different containers like, jerry cans, jars, cups, tins and whatever else they can carry. 	<ul style="list-style-type: none"> Containers of different capacity. Sand/ soil in polythene bags

<p>standard units</p> <ul style="list-style-type: none"> • Comparing capacity of different containers • Comparing mass of different objects • Measuring mass using non-standard units • Comparing mass using non-standard measures • Measuring time using non-standard units • Comparing time 	<ul style="list-style-type: none"> • Let the learner discuss which container takes in much liquids than others through guess game • Guide the learner to accurately and practically measure capacity of the jerry cans using the 2 litre bottles. Ensure that all learners participate • Measure the capacity of a kettle by finding out how many cups it takes • Ask the learner to demonstrate the measures of capacity using different containers • Encourage the learner to effectively read out her /his findings to the class • Help learners to use non-stand units to measure mass. E.g., polythene bags • Guide learners to use the seesaw to compare mass • Guide the learner to discuss and systematically compare time using shadows.eg sun during different times of the day 	<ul style="list-style-type: none"> • Improvised beam balance • Water, plastic bottle with a hole at the bottom and a thread.
<p>Money</p>	<ul style="list-style-type: none"> • Ask the learner to creatively identify the 	<ul style="list-style-type: none"> • Improvised money coins and notes

- Identifying money
- Comparing money
- Adding and subtracting money

- features on different notes and coins of money
- Help the learner to effectively describe the features on different money
 - Ask the learner to correctly read the symbols on money
 - Guide the learner to discuss what different money can buy and ask him /her to compare money basing on their values
 - Help learners to use the idea of place value to add money using the help of counters
 - Ask learners to subtract money using the idea of abacus

- Abacus
- Counters

Assessment guidelines

The learner

- Correctly sorts cows / fish and matches them as per type
- Correctly counts 1-500
- Confidently describes sets
- Accurately identifies containers with different measures of capacity
- Correctly measures capacity
- Confidently compares weight (mass) using non- standard measures
- Tells time using natural events

- Identifies money and what it can buy
- Adds money
- Subtracts money

Guidance to the teacher

- Engage the class in open discussion to identify the types of cows reared in the area / fish caught in the area lake, pond.
- Engage the learner in creative and active discussions to identify and forms sets using resources from the environment like water sources, types of food and different money notes and coins
- Through discovery, ask the learner to identify how milk, water, and other liquids are measured before selling.
- Identify the trees where you can make a seesaw and pair the learners to have one sit at one side and another on the other. Take their mass by comparing who is heavier.
- Measure mass using sand/ soil on one side of the scale and sugar on the other
- Measure food and water in water bottles and compare the findings
- Take learners out during the sunny days at different times to accurately tell time basing on shadows.

1.1.3. Recreational activities

Recreation activities in our local area: picnics, resting, listening to music, playing and watching games, swimming, wrestling, telling and listening to stories, visiting places of interest

Content	Suggested Teaching / Learning Activities	Instructional Resources
Whole numbers <ul style="list-style-type: none"> • Counting number of 	<ul style="list-style-type: none"> • Guide the learner to accurately count number of objects correctly using objects and pictures 	<ul style="list-style-type: none"> • Abacus • Stones • Counters • Bottle tops

<p>objects up to 1000</p> <ul style="list-style-type: none"> • Writing number symbols up to 1000 • Reading number symbol representing categories of people to 1000 according to place values • Adds 4-digit numbers vertically without regrouping. • Subtracts 4-digit numbers from 4-digit numbers vertically without regrouping 	<ul style="list-style-type: none"> • Ask the learner to correctly use expanded form to write and read numbers • Ask the learner to use counters to count number of objects and pictures up to 1000 using the idea of bundles • Let the learner demonstrate writing/ brailing and reading/ sign numbers symbols using expanded form • let the learner contribute actively to the group during discussions on addition of 4-digit numbers using counters • Guide the learner to arrange the four-digit numbers in the right place values. • Guide the learner to cooperatively add the 4 digits vertically without regrouping using the idea of place values • Ask the learner to accurately subtract 4-digit numbers using place values 	
<p>Graphs</p> <ul style="list-style-type: none"> • Recording number of visitors 	<ul style="list-style-type: none"> • Assist the learner to work cooperatively and record numbers of visitors using tally marks 	<ul style="list-style-type: none"> • Papers • Match boxes • Mathematical sets

<ul style="list-style-type: none"> • Drawing tables / tallies • Drawing pictographs • Interpreting pictographs 	<ul style="list-style-type: none"> • Let the learner effectively communicate their findings from the data collected • Ask the learner to effectively report their findings to other learners in other groups in a class discussion • Guide the learner to effectively use the data collected from visitors to draw an accurate pictograph and interpret them 	
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Assessment guidelines

The learner

- Accurately counts objects from 400-1000
- Writes numbers correctly in expanded form
- Reads numbers correctly with the help of expanded form
- Adds 4-digit numbers correctly
- draws and interprets the pictograph

Guidance to the facilitator

- Ask the learners to identify recreation centre and location in the area and their activities
- Accompany the learners to the recreation centres to accurately collect data on visitors to these centres daily.

1.1.4. Human body parts and functioning; major Organs, the teeth and their Functions, The Digestive System (head, legs, arms, abdomen eyes, ears, nose, liver, heart, kidneys, pancreas, brain, lungs)

Content	Suggested Teaching / Learning Activities	Instructional Resources
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<p>Whole Numbers</p> <ul style="list-style-type: none"> Counting numbers in 10s, 100s and 1000s Writing place values up to 50000 	<ul style="list-style-type: none"> Guide the learner to accurately count objects in 10s,100s,1000s using bundles Let learner creatively use place value chart to write values up to 50,000 	<ul style="list-style-type: none"> Abacus Stones Counters Bottle tops Place value charts Flash cards
<p>Operations on whole numbers</p> <ul style="list-style-type: none"> Adding numbers between 25000 and 35000 Reciting multiplication tables Multiplying numbers up to 100 	<ul style="list-style-type: none"> Guide the learner to work in groups to accurately adds numbers using place value chart and abacus Ask the learner to innovatively use multiples of numbers to group different parts of the body Accurately multiplies numbers up to 100 Working with others let the learner accurately multiply numbers up to 100 Guide the learner to creatively discover the multiplication sign by identifying the meaning of multiplication and use the multiplication sign 	<ul style="list-style-type: none"> Abacus Stones Counters Bottle tops Place value charts Flash cards
<p>Time</p> <ul style="list-style-type: none"> Reading and telling time 	<ul style="list-style-type: none"> Ask the learner to list the activities done at different times Let learners effectively read the different time for different activities 	<ul style="list-style-type: none"> Models of clocks Real clocks

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| <ul style="list-style-type: none">• Finding duration for different activities | <ul style="list-style-type: none">• Guide the learner to discover the duration of different activities by subtracting the starting time from the ending time | |
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Assessment guidelines

The learner

- Identifies and Forms sets using the body parts
- Accurately counts in 10s, 100, and 1000s
- Writes numbers up to 50,000 using place values
- Adds numbers using place values
- Multiplies numbers up to 100 practically
- Recognizes multiplication sign and multiplies numbers basing on place value
- Tells and reads time

Guidance to the facilitator:

- Encourage the learner to confidently identify and name parts of the human body
- Help the learner to discuss and analyse different activities done at different times in their area. (time for fishing, grazing cows, eating etc.)
- You can ask the learners to tell you the time spent on each activity they do during the day. This will help you to introduce the concept of duration

1.1.5. The family - Types of family (nuclear and extended – definition and People in each type of family)

Content	Suggested Teaching / Learning Activities	Instructional Resources
<p>Graphs</p> <ul style="list-style-type: none"> Recording different categories of people Drawing bar graphs Interpreting information on bar graphs 	<ul style="list-style-type: none"> Ask the learner to accurately record the collected information in tables Guide the learner to Cooperatively discuss the data recorded before transferring it to the bar graph Help the learner to accurately draw a bar graph Help the learner to accurately interpret information on the bar graph Ask learner to loudly report the interpretation to the class 	<ul style="list-style-type: none"> Papers Mathematical sets
<p>Operations on whole numbers</p> <ul style="list-style-type: none"> Adding numbers 35000 to 45000 vertically with or without regrouping Subtracting numbers 	<ul style="list-style-type: none"> Guide learners to properly arrange digits according to their place values and logically demonstrate addition of numbers from 35000 and 45000 Ask learners to use the previous knowledge to 	<ul style="list-style-type: none"> Abacus Stones Counters Sticks Shells Bottle tops Place value charts Flash cards

<p>between 30000 – 50000 with or without regrouping.</p> <ul style="list-style-type: none"> • Multiplying numbers 100-500 by single digit • Dividing single numbers from 2-100 	<p>accurately multiply numbers 100-500</p> <ul style="list-style-type: none"> • Guide learners to use long division to logically divide numbers by single digit without any remainder 	
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Assessment guidelines

The learner

- Accurately counts number of people from 100- 50,000
- Identifies missing numbers up to 50,000
- Accurately records data on the categories of people who work in the area
- Draws and interprets bar graphs
- Adds numbers between 35000-50000 with the help of place value
- Multiplies numbers 100-500 correctly
- Divides numbers by single digits with no remainder

Guidance to the facilitator

- Ask the learners to identify the number of people in their nuclear and extended families and use them to help them in enhancing counting
- Guide learner to accurately collect data on the categories of people in the area like the nurses, teachers, fishermen, herdsmen, farmers etc

1.1.6. Living things in the environment (What living things are, Characteristics of living things)

Content	Suggested Teaching / Learning Activities	Instructional Resources
<p>Whole numbers</p> <ul style="list-style-type: none"> Counting number of things in the environment Writing place values of numbers Grouping things in the environment Writing number figures up to 50000 <p>Writing numbers in words up to 50000</p>	<ul style="list-style-type: none"> Help the learner to accurately count number of things in the environment with the help of pictures Let the learner in the group discuss grouping things in the environment in bundles of 10s,100,1000, and 10,000s Ask the learner to correctly write the numbers of things in the environment in figures using expanded form and place value Guide the learner to correctly use expanded form to write number names 	<ul style="list-style-type: none"> Place value chart Flash cards
<p>Operations on whole numbers</p> <ul style="list-style-type: none"> Adding two-digit numbers to 2 – digit with regrouping Subtracting 2-digit numbers from 2 – digit number with regrouping 	<ul style="list-style-type: none"> Guide the learner to accurately add two-digit numbers with regrouping and with the aid of counters Let the learner confidently recognize and use zero as a place holder in addition and subtraction Help the learner to accurately add from right to left and if a sum is greater 	<ul style="list-style-type: none"> Plants Animals Leaves Insects Birds

<ul style="list-style-type: none">• Multiplying a 3-digit number by a single digit number• Dividing 2-digit numbers by single digit numbers	<p>than 9, he carries to the next place value column.</p> <ul style="list-style-type: none">• Guide the learner to correctly demonstrate subtraction of two-digit numbers with emphasis on getting help from the next place.• Guide the learner to demonstrate multiplication of 3-digit numbers by single digit numbers. (use practical examples)• Help the learner to correctly divides two-digit numbers by single digit numbers• Demonstrate to the learner to confidently recognize and use the signs for division \div, $\overline{)$ correctly.	
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Assessment guidelines:**The learner**

- Correctly forms equal and equivalent sets
- Forms subsets
- Tells the number of subsets
- Counts number of objects up to 10,000
- Counts in groups of 10s, 100, 1000, 10,000
- Writes numbers in figures using expanded form and place values
- Writes number names correctly
- Correctly adds 2-digit numbers with regrouping
- Subtracts 2-digit numbers with regrouping
- Correctly Multiplies 3-digit numbers

- Correctly divides 2-digit numbers by single digit and recognizes the long division sign

Guidance to the facilitator

- Take learners outside and ask them to make a big set of living things in their environment. Ask the learner to correctly form and name sets
- Help the learner to actively participate in group discussions during grouping of things in the environment into bundles for easy counting
- Guide the learner to discover that with carrying it is a group of the next place value carried to the next place
- Help the learner to use sticks in bundles and loose to creatively demonstrate the knowledge and understanding of addition, subtraction, multiplication and division
- Guide the learner to correctly line up numbers vertically by place value for both addition and subtraction to develop the concept of addition and subtraction further. Avoid using the word borrowing as when you borrow you should pay back
- Help the learner to demonstrate with confidence and with concrete materials an understanding of division using practical examples
- Actively involve the learner at any stage of concept development.

LEVEL ONE: SESSION TWO

1.2.1. Vegetable growing, I: (onions, tomatoes, cabbages, spinach, egg plants) – nursery bed required Vegetable growing II: (pepper, kale, spinach, pumpkin, water melon, cucumber) – no nursery bed required

Content	Suggested Teaching / Learning Activities	Instructional Resources
1.2.1: Sets	<ul style="list-style-type: none"> • Help the learner to cooperatively realize that the middle part of 	<ul style="list-style-type: none"> • Cups • Balls • Books

<ul style="list-style-type: none"> • Drawing Venn diagrams of two events • Reads sentences related to Venn diagram 	<p>the intertwined circle is empty</p> <ul style="list-style-type: none"> • Support the learner in his/ her cooperative group to form other Venn diagrams. • Guide the learner to identify empty sets 	
<p>Fractions</p> <ul style="list-style-type: none"> • Dividing up land • Adding fractions with same denominator • Subtracting fractions with same denominator • Dividing fractions with same denominator 	<ul style="list-style-type: none"> • Help the learner to develop the concept of fractions by cutting fractions from real objects • Help the learner to creatively transfer knowledge of fractions to divide land • In groups let the learner practically add and subtract fractions • Help the learner to use his/her critical thinking to practically divide fractions 	<ul style="list-style-type: none"> • Land • Real objects e.g., oranges
<p>Measurements</p> <ul style="list-style-type: none"> • Measuring length using metres • Determining how many plants can be put on a particular land 	<ul style="list-style-type: none"> • Guide the learner to work in groups to practically measure land using metres • Help the learner to accurately record his/ her measurements and share with the class 	<ul style="list-style-type: none"> • Land • Water bottles • Jerry can

<ul style="list-style-type: none"> • measure the capacity of water using litres • 	<ul style="list-style-type: none"> • Guide the learner to accurately determine how many plants should be planted on a particular piece of land basing on the length of the land • Guide the learner to measure capacity of water using different containers 	
<p>Fractions</p> <ul style="list-style-type: none"> • Measuring • Partitioning 	<ul style="list-style-type: none"> • Guide the learner in groups to use the idea of fractions to creatively paddock the land • Help the learner to intelligently identify the differences and similarities between ratio and fractions • Ask the learner to accurately use ratios to paddock land 	<ul style="list-style-type: none"> • Land • Tape measure • Sticks
<p>Construction</p> <ul style="list-style-type: none"> • Constructing 	<ul style="list-style-type: none"> • Help the learner to learn circumference of a circle by tying the string around the circular object. • Help the learner to establish the relationship between diameter and circumference by 	<ul style="list-style-type: none"> • Land • Hoes • Spade • Tape measure • Sticks • Flash cards

	<p>measuring around different circular objects and the line that passes through the middle of a circle. Let the learner record his/her findings</p> <ul style="list-style-type: none"> • Let the learner establish that the longer the diameter of the circle the bigger the circle • Help the learner to measure around rectangular object to find the total distance • Let the learner creatively use the idea of circumference and rectangles to construct different ponds 	
<p>Whole numbers</p> <ul style="list-style-type: none"> • Counting numbers • Writing numbers in figures • Writing numbers in words 	<ul style="list-style-type: none"> • Guide the learner to count the number of cows /fishes using marks with numbers • Help learners to accurately write numbers in figures using place values • Ask the learner to correctly write numbers in figures by using place values and expanded form 	<ul style="list-style-type: none"> • Items in the environment (e.g., fish, cows) • Place value chart

Operations on whole numbers

- Adding
- Subtracting
- Multiplying

- Guide the learner to systematically add and subtract numbers using place value
- Ask the learner to correctly multiply 3-digit by 2-digit numbers practically

- Bottles
- Stones
- Sticks

Assessment guidelines:**The learner**

- Accurately draws Venn diagrams
- Creatively identifies empty sets using Venn- diagram
- Finds fractions cut into different fruits
- Accurately measures in metres
- Accurately measures capacity using non- standard measures
- Differentiates between ratio and fractions and uses ratios to divide land
- Measures diameter and circumference of circular objects
- Finds the total distance around rectangular objects
- Constructs circular and rectangular ponds
- Counts animals and fish
- Writes numbers in figures and words using place value and expanded form
- Adds and subtracts whole numbers
- Multiplies 3-digit numbers with 2-digit numbers

Guidance to the facilitator:

- Take learners outside and ask them to draw two intertwined (Venn diagrams) big circles accurately
- Ask some learners to place real different vegetables in each circle. Help the learner

to explicitly explain what empty set means

- Guide the learner to practically cut vegetables into different fractions
- Take the learners out into the nearby garden to measure land in metres
- Give learners different containers and ask them to measure water from big containers to small ones to establish the capacity
- Give the learners a variety of circular objects and ask them to measure around them and the line that passes in the middle of each circular object to establish the relationship between circumference and the diameter

1.2.2 Ways of saving our resources (water, food, money, time, fuel)

Content	Suggested Teaching / Learning Strategies	Instructional Resources
1.2.2: Money <ul style="list-style-type: none"> • Observing • Budgeting • Role playing • Calculating interest 	<ul style="list-style-type: none"> • Ask the learner to correctly identify the features on paper money • Guide the learner to write a bill of quantities and clearly shows his or her expenses • Ask the learner to actively get involved in role playing banking • Guide the learner to accurately calculate interest on money banked and borrowed using the idea of profit and loss 	<ul style="list-style-type: none"> • Real objects (e.g., paper money) • Banking institution in the environment
Time <ul style="list-style-type: none"> • Budgeting • Telling time 	<ul style="list-style-type: none"> • Ask the learner to stipulate how he / she spends the day by mentioning the activities 	<ul style="list-style-type: none"> • Model clocks • Real clocks

	<p>he/she does at different times.</p> <ul style="list-style-type: none"> • Guide the learner to reasonably budget well his/her time • In groups let the learner innovatively discuss time for different activities eg. time for growing food, buying goods, eating food, harvesting 	
<p>Capacity</p> <ul style="list-style-type: none"> • Calculating capacity • Comparing capacity 	<ul style="list-style-type: none"> • Guide the learner to accurately calculate capacity of different containers by knowing the amount of liquid the container holds • Using different containers let the learner confidently compare capacity of big and small containers 	<ul style="list-style-type: none"> • Containers of different capacity (e.g., bottles, Jerri cans)

Assessment guidelines

The learner

- Identifies features on Uganda currency
- Makes a shopping bill
- Role plays shopping and banking
- Calculates simple interest
- Finds capacity of containers
- Compares capacity of different containers

Guidance to the facilitator

- Give the learner a chance to work in a group and show how he/she can spend a certain given amount of money and at the same time save.
- Take learners to a local bank / mobile money and let them learn how it operates

1.2.3. Importance of recreation

Content	Suggested Teaching / Learning Strategies	Instructional Resources
1.2.3: Graphs <ul style="list-style-type: none"> • Drawing graphs • Recording • Reading correctly 	<ul style="list-style-type: none"> • Guide the learner to carefully group the data • Help the learner to organize and display the data in the table • Guide the learner to draw and put the information on different bar graphs correctly. • Ask the learner to cooperatively and correctly interpret data in tables and bar graphs • Ask the learner to discuss cooperatively the word problems involving graphs. 	<ul style="list-style-type: none"> • Mathematical sets • Graph paper •
Algebra <ul style="list-style-type: none"> • Solving for the unknown 	<ul style="list-style-type: none"> • Ask the learner to work with a friend to consistently read and find missing numbers • Ask the learner to correctly solve simple equations involving algebra • Let the learner solve simple word problems involving algebra 	<ul style="list-style-type: none"> • Counters

Assessment guidelines

- Collects, groups and puts data in tables
- Draws bar graphs
- Puts information on bar graphs
- Solves word problems involving graphs
- Finds missing numbers
- Solves simple problems involving algebra

Guidance to the facilitator

- Take the class to the nearby entertainment centre. Ask the learner to critically observe and collect data on entertainment done in a week in different centres.
- Guide the learner to accurately solve the problems by referring to the missing numbers as the unknown and use letters to represent the known.

1.2.4. Basic needs (examples of basic needs and people who provide the services)

Content	Suggested Teaching / Learning Strategies	Instructional Resources
1.2.4: Whole Numbers <ul style="list-style-type: none"> • Writing number symbols • Writing number symbols in words • Writing numbers in expanded form 	<ul style="list-style-type: none"> • Ask the learner to correctly give the number of people who give particular services • Help the learner to accurately write number symbols using place value up to 9999 • Ask the learner to accurately use expanded form and place values to correctly write numbers in words 	<ul style="list-style-type: none"> • Flash Cards • Place value chart

Assessment guidelines:**The learner**

- Correctly counts up to 9999 using the pictures of people in the community that give services
- Writes numbers up to 9999 accurately
- Accurately writes numbers using place values and expanded forms in words

Guidance to the facilitator:

Ask the learner to identify the basic needs in the area and the people who provide them

1.2.5. Leaders in our community (the village, local committee, composition and functions) Composition of the village

Content	Suggested Teaching / Learning Strategies	Instructional Resources
1.2.5: Whole Numbers <ul style="list-style-type: none"> • Counting • Reading and writing numbers 	<ul style="list-style-type: none"> • Ask the learner to count objects • Ask learners to write number names using expanded form correctly 	<ul style="list-style-type: none"> • Learners • Place value chart
Operations on whole numbers <ul style="list-style-type: none"> • Multiplying • Dividing 	<ul style="list-style-type: none"> • Guide the learner to multiply and divide using whole numbers • Let the learners practice multiplying in groups and share their answers • Let the learner practice dividing whole numbers 	<ul style="list-style-type: none"> • Stones • Bottles • Sticks
Fractions	<ul style="list-style-type: none"> • Guide the learner to cooperatively add and 	<ul style="list-style-type: none"> • Papers • Colour

<ul style="list-style-type: none"> • Adding fractions • Subtracting fractions • Applying fractions in Solving problems in daily lives 	<p>subtract fractions with the same denominators</p> <ul style="list-style-type: none"> • Let the learner subtract fractions with the same denominator • Ask the learner to confidently use fractions to solve problems in daily lives 	<ul style="list-style-type: none"> • Abacus
<p>Algebra</p> <ul style="list-style-type: none"> • Solving problems involving application of algebra 	<ul style="list-style-type: none"> • Guide the learner to solve equations by adding, subtracting, multiplying and dividing with the aim of solving daily problems 	<ul style="list-style-type: none"> • Real life situations
<p>Graphs</p> <ul style="list-style-type: none"> • Presenting and interpreting information on graphs • Drawing lines to join points on the graph 	<ul style="list-style-type: none"> • Guide the learner to effectively identify the Y (Vertical) and X (Horizontal axis). • In groups let the learner learn how to interpret the line graphs • Guide the learner to use the previous knowledge on graphs to accurately draw line graphs 	<ul style="list-style-type: none"> • Graph paper • Ruler

Assessment guidelines:

The learner

- Counts number of objects up to 9999
- Writes numbers in both figures and words using expanded form

- Adds fractions with the same denominator
- Subtracts fractions with the same denominator
- Solves problems involving fractions
- Solves equations involving addition, subtraction, multiplication and division
- Accurately draws line graphs
- Correctly interprets line graphs

Guidance to the facilitator

- Ask the learner to identify and count security organs, community leaders, and functions of these people in the area
- Emphasize the x and y axis, scale, the title and key to the graph before drawing line graphs

1.2.6. Non-living components of the environment and Physical features

Content	Suggested Teaching / Learning Strategies	Instructional Resources
<p>1.2.6: Sets</p> <ul style="list-style-type: none"> • Representing information on Venn diagram • Finding the unknown using Venn diagrams 	<ul style="list-style-type: none"> • Ask the learner in the cooperative group to use the knowledge on venn diagrams to demonstrate sets • Help the learner to confidently discover the missing numbers in sets on the Venn-diagrams 	<ul style="list-style-type: none"> • Materials from the learners' immediate environment, e.g., cups, bottles, balls and books

<p>Perimeter and Area</p> <ul style="list-style-type: none"> Measuring Working out area of a circular surface 	<ul style="list-style-type: none"> Guide the learner to measure perimeter of a circle practically using a string accurately <table border="1" data-bbox="438 457 1038 645"> <thead> <tr> <th>Object</th> <th>Circumference ©</th> <th>Diameter (D)</th> <th>Relationship C/D</th> </tr> </thead> <tbody> <tr> <td>•</td> <td>•</td> <td>•</td> <td>•</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Guide the learner to develop the formula for finding perimeter of a circle from the relationship in the above table Ask the learner to innovatively use the formula to find the area of a circle 	Object	Circumference ©	Diameter (D)	Relationship C/D	•	•	•	•	<ul style="list-style-type: none"> Circular surfaces Tape measure Manila paper
Object	Circumference ©	Diameter (D)	Relationship C/D							
•	•	•	•							
<p>Construction</p> <ul style="list-style-type: none"> Measuring Constructing 	<ul style="list-style-type: none"> Guide the learner to measure the area of fish pond/kraal Demonstrate to the learner the construction of circular and rectangular fish ponds / kraals using nails, ropes and sticks 	<ul style="list-style-type: none"> Ropes, nails and sticks 								

Assessment guidelines:

The learner

- Draws and correctly puts information on a Venn diagram
- Fills in missing information on a Venn diagram
- Measures perimeter of a circle practically
- Develops a formula for finding the perimeter of a circle
- Applies the formula to find the perimeter of a circle
- Constructs a circular and rectangular pond

Guidance to the facilitator

- Help learners to discover the relationship between circumference of a circle and diameter, diameter and radius by measuring around circular

objects, measuring the line that passes through the middle of a circle and the line that draws from the centre of a circle and records

- Take the learners out of school. Group them and ask them to construct the circular and rectangular ponds in their groups

LEVEL ONE: SESSION THREE

1.3.1 a) Agro-forestry and growing fruits trees (teak, pine, Eucalyptus, live fence plants, umbrella tree, ornamental plants)

Content	Suggested Teaching / Learning Strategies	Instructional Resources
Sets <ul style="list-style-type: none"> • sorting sets • Counting and recording sets 	<ul style="list-style-type: none"> • Ask learners to confidently use the idea of sets to demonstrate sorting and grouping trees in their areas • Help the learner to correctly tell how many trees belong to a group • Ask the learner to correctly use Venn diagram to effectively tell how many trees belong to both groups 	<ul style="list-style-type: none"> • Chart • Trees • Paper • Pencils
Length <ul style="list-style-type: none"> • Measure perimeter of land practically • find the area of the land 	<ul style="list-style-type: none"> • Guide the learner to measure the perimeter of land • Help the learner to use the idea of finding area of rectangles, squares or even circles to find the area of the land 	<ul style="list-style-type: none"> • Land • Metre rule • Tape measure • Strings
Fractions	<ul style="list-style-type: none"> • Guide the learner to get and appreciate the difference between ratios and fractions 	<ul style="list-style-type: none"> • Land • Papers • Colour

<ul style="list-style-type: none"> • Dividing land using ratios • Comparing fractions • Multiplying fractions • Dividing fractions 	<ul style="list-style-type: none"> • Ask the learner to divide land using different fractions • Ask the learner to compare the divisions using different fractions. • Guide the learner to use multiplication of fractions as an inverse of division using LCM • Help the learner to systematically develop the idea of reciprocal • Ask the learner to divide fractions 	<ul style="list-style-type: none"> • Fraction strips
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Assessment guidelines

The learner

- Correctly Sorts and groups trees
- Draws and uses the information on a Venn diagram effectively
- Divides land using ratios
- Finds perimeter of land
- Finds area of land
- Divides using LCM and finds the relationship between division and multiplication
- Develops and uses reciprocal in division of fractions

Guidance to the teacher

- Take learners outside the class to practically divide land using ratios. It can be a school compound or any land
- Find a nearby piece of land and guide the learner to measure perimeter and area of that land practically

1.3.1. b). Poultry (chicken, ducks, turkeys)

Content	Suggested Teaching / Learning Strategies	Instructional Resources
<p>Operations on whole numbers</p> <ul style="list-style-type: none"> • Adding and subtracting numbers • Dividing numbers 	<ul style="list-style-type: none"> • Ask the learner in groups to arrange numbers according to their place values before adding and subtracting them • Let the learner explain the process of addition and subtraction to the class • Guide the learner to divide numbers correctly 	<ul style="list-style-type: none"> • Stones • Bottles • Sticks

Assessment guidelines:**The learner:**

- Adds numbers
- Subtracts numbers
- Divides numbers

Guidance to the facilitator

- Lead learners into the discussion of how many farmers in the village have poultry farms
- Let learners discover how many birds are reared on different farms
- Ask learners to add all the birds kept on different farms together
- Ask learners to discover the common diseases of the different birds kept in the area farms

1. 3. 2. Proper use of other resources: Plastic bottles, polythene, paper, sand (reusing, recycling. Return, refuse/reject, reduce)

Content	Suggested Teaching / Learning Strategies	Instructional Resources
<p>Money</p> <ul style="list-style-type: none"> Calculating capital, discount, profit and loss 	<ul style="list-style-type: none"> Help the learner to understand the terms; discount, profit and loss Help the learner to demonstrate how discount, profit and loss are calculated Let the learner in groups role play using the three terms 	<ul style="list-style-type: none"> Posters of money denominations Real money Class shop

Assessment guidelines

The learner:

- Calculates discount, profit and loss in buying and selling

Guidance to the facilitator

- Let the learner visit a local shop. Ask the learner to study and creatively discover how shops operate
- Ask learners to discuss when a profit or loss is gotten

1.3.3. Cultural Festivals

Content	Suggested Teaching / Learning Strategies	Instructional Resources
<p>Graphs</p> <ul style="list-style-type: none"> • Cultural festivals in the area • Sequencing occurrences in ascending order • Drawing graphs 	<ul style="list-style-type: none"> • Guide the learner to identify cultural festivals in the area • Ask the learner to present the data identified in a table • Guide the learner to present the data on the bar graph • Help the learner to correctly interpret the information on the graphs through a class discussion • Ask the learner to demonstrate accurately the occurrences in ascending order • Let the learner interpret the information on the graphs through a class discussion 	<ul style="list-style-type: none"> • Graph paper • Paper
<p>Operations on whole numbers</p> <ul style="list-style-type: none"> • Adding numbers • subtracting numbers • Multiplying • Dividing number 	<ul style="list-style-type: none"> • Guide the learner in groups to accurately arrange numbers according to their place values before adding subtracting, multiplying and dividing them • Let the learner explain the process of addition and subtraction to the class • Let the learner add and subtract whole numbers • Ask the learner to practically multiply numbers • Guide the learner to divide whole numbers 	<ul style="list-style-type: none"> • Stones • Bottles • Sticks • Straws

<p>Time</p> <ul style="list-style-type: none"> Identifying time when different things are done e.g., grazing cattle, fishing, farming Discussing the time for each activity 	<ul style="list-style-type: none"> Ask the learner to identify time when different things are done e.g., grazing cattle, fishing, farming Ask the learner to critically analyze time different activities are done Ask the learner to creatively discuss the time for each activity and share in class Guide the learner to estimate the duration on each activity Ask the learner to calculate the duration for each activity 	<ul style="list-style-type: none"> Calendar Exercise books
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Assessment guidelines

- Draws and interprets information on graphs
- Adds, subtracts, multiplies and divides numbers
- Finds duration

Guidance to the facilitator

- Take learners for the tour of the area, let the learner creatively identify cultural festivals in the area and guide them to record the data identified in a note book

1. 3. 4. Hygiene and Sanitation

Content	Suggested Teaching / Learning Strategies	Instructional Resources
<p>W hole numbers</p> <ul style="list-style-type: none"> Counting numbers in 10s, 100s,1000s, 	<ul style="list-style-type: none"> Let the learner counts number of counters in 10, 100, 1000,10,000 Guide the learner through think pair share to group 	<ul style="list-style-type: none"> Stones Bottles Sticks Number frames Number cards

<p>10,000s and 100,000s</p> <ul style="list-style-type: none"> • Using greater than or less than • Using place value to write the given numbers in figures and words 	<p>counters in 100,1000,10,000 and 100,000</p> <ul style="list-style-type: none"> • Ask the learner to determine which group has greater or less than the other and communicates effectively to the class • Ask the learner to use the idea of place value to write the given numbers 	<ul style="list-style-type: none"> • Place value chart
<p>Patterns</p> <ul style="list-style-type: none"> • Different patterns • Observing sequences of different objects • Sequencing numbers and shapes to make different patterns 	<ul style="list-style-type: none"> • Guide learners to identify different patterns from the environment • Let the learner critically observe and appreciate how sequences of different objects make good patterns • Give learners an opportunity to discuss different numbers that can be sequenced to make patterns eg even numbers • Guide the learner to sequence numbers and shapes correctly to make different patterns • Ask the learner to discuss in groups in order to understand the reason why it is important to learn patterns and sequences 	<ul style="list-style-type: none"> • Manila • Colours • Bottles • Seeds • Different patterns in the environment

Assessment guidelines

- Counts number of items
- Uses the symbols of greater than and less than
- Finds the pattern and sequences of given numbers

Guidance to the facilitator

- Take learners outside the learning facility to identify different patterns in the area
- Let them discuss the different shapes they can identify from the different patterns
- Give the learner a chance to explain his or her decisions to sequencing in a particular order

1.3.5 Peace and security**Factors that promote peace and Security**

Content	Suggested Teaching / Learning Strategies	Instructional Resources
Fractions <ul style="list-style-type: none"> • Percentages and fractions • Calculating probability • Applying probability to solve daily life problems 	<ul style="list-style-type: none"> • Help the learner to identify that % is the fraction over 100 • Guide the learner to relate percentages to the idea of fractions to divide roles in the area • Guide the learner to creatively apply probability to solve daily life problems 	<ul style="list-style-type: none"> • Manila • Ruler • Geometry sets
Geometry <ul style="list-style-type: none"> • Parallel lines • Simple polygons 	<ul style="list-style-type: none"> • Guide the learner to identify lines that cannot meet around him or her. 	<ul style="list-style-type: none"> • Learners' immediate environment e.g., window frames, doors

<ul style="list-style-type: none"> Using simple polygons and lines in daily lives 	<ul style="list-style-type: none"> Let the learner describe parallel lines and should confidently define them Guide the learner to identify parallel lines from the things around them Ask the learner to identify simple polygons around them like the 2 dimensions Guide learners to use polygons and lines to apply geometry to daily life. E.g., in construction 	
<p>Length</p> <ul style="list-style-type: none"> Difference between a kilometre and meter Measuring length of different line segments using meters and kilometres Practically finding how many metres are in a kilometre. 	<ul style="list-style-type: none"> Ask the learner to estimate the distance from his/ her home to the school Help the learner to differentiate between kilometre and metre Ask the learner to use metres and kilometres to measure length of different line segments Guide the learners to discover practically how many metres are in a kilo metre 	<ul style="list-style-type: none"> Manila Ruler/Tape measure String

Assessment guidelines

- Works out percentages
- Solves problems involving percentages
- Works out probabilities of events

- Identifies parallel lines
- Identifies simple polygons
- Uses simple polygons and lines in daily lives
- Identifies length of different line segments correctly
- Finds the difference between a kilometer, metre and a centimeter

Guidance to the facilitator

- Ask learners to identify the lines that cannot meet around them
- Group learners to discuss the different polygons they can identify in the things they use daily
- Let learners also discuss the distances from their different homes and compare the metres and kilometres

1. 3.6 Climate/Weather

Content	Suggested Teaching / Learning Strategies	Instructional Resources
Time <ul style="list-style-type: none"> • Different seasons to grow food • Duration of different foods to mature • Good time for harvesting different food 	<ul style="list-style-type: none"> • Guide the learner to identify different seasons for growing food • Help the learner to confidently discuss and give accurate duration of different foods take to grow • Guide the learner to identify good time for harvesting different foods 	<ul style="list-style-type: none"> • Calendar • Paper • Gardens • Different crop seeds
Graphs <ul style="list-style-type: none"> • Different weather in their area 	<ul style="list-style-type: none"> • Ask the learner to identify and mention different weather in their area 	<ul style="list-style-type: none"> • Weather chart

<ul style="list-style-type: none"> • Drawing and interpreting the weather chart • Collecting information on the amount of rain in different months in the year • Presenting the information on the line graph • Interpreting the amount of rain in different seasons 	<ul style="list-style-type: none"> • Guide the learner to accurately draw and interpret the weather chart • Ask the learner to confidently identify how many rain seasons are there in the year • Help the learner to correctly collect the information on the amount of rain in different months in the year • Guide the learner to put the information on the line graph • In groups allow the learner to interpret the amount of rain in different seasons 	
<p>Algebra</p> <ul style="list-style-type: none"> • Reading and solving problems • Solve equations by adding and subtracting. 	<ul style="list-style-type: none"> • Ask the learner to read and solve problems with missing values. • Guide the learner to solve the problems by referring to the missing numbers as the unknown and using letters to represent the unknown. • Guide learners to solve equations by adding and subtracting 	<ul style="list-style-type: none"> • Counters • Paper • Pencil • Seeds

Assessment guidelines:

The learner

- Draws weather charts

- Draws line graphs to show the amount of rainfall in the area
- Records seasons
- Finds missing numbers
- Solves equations

Guidance to the facilitator

- Ask the learner to mention scenarios when they have ever used probability e.g., probability of raining or not,
- Ask the learner to mention the different seasons to grow different food in the year
- Encourage group work as much as possible especially in reading and solving problems

Sample Scheme of Work for Mathematics

Wk	Day	Lesson	Theme	Content	Competences		Instructional Strategies	Activities	Indicators of life skills and values	Resources	Ref	Rem
					Subject	Language						
1	Mon	3	1	Sets	The learner; • sorts and forms sets	The learner; Names the members in the sets.	<ul style="list-style-type: none"> Group work Think-pair share Guided discovery 	<ul style="list-style-type: none"> Sorting and forming sets 	<ul style="list-style-type: none"> Accurately sorts and forms sets Responding to questions Responsibility 	Concrete materials from the environment E.g., flowers, seeds, leaves etc.		

Sample Lesson Plan for Mathematics

Date	Level	Learning Area	Number of children		Time
			Boys	Girls	
12 th Oct 2019	One session one lesson one	Numeracy	35	35	40 min

THEME 1		Productive Living
Content		Sets
Competences	Subject	The learner <ul style="list-style-type: none"> • Sorts and forms sets
	Language	<ul style="list-style-type: none"> • Sorting and forming sets
Methods		<ul style="list-style-type: none"> • Group work • Think-pair share • Guided discovery
Activities		<ul style="list-style-type: none"> • Sorting and forming sets
Indicators of life skills and values		<ul style="list-style-type: none"> • Accurately sorts and forms sets • Responding to questions • Responsibility
Resources		Concrete materials from the environment E.g. flowers, seeds, leaves etc.
References		

Lesson Procedure / Development

Time	Steps	Facilitator's Activities	Learner's Activities
05 ins	1. Introduction	Asks learners to identify vegetables on the farm.	Identify and name vegetables on the farm
10 min	2. Demonstration	The facilitator: <ul style="list-style-type: none"> • gives out varieties of vegetables and vegetable seeds to learners • shows learners how to sort and form sets. 	Learners: <ul style="list-style-type: none"> • receive varieties of vegetables and seeds for sorting • sort and form sets using vegetables
15 min	3.	<ul style="list-style-type: none"> • Guides learners on how to sort and form sets in their cooperative groups 	<ul style="list-style-type: none"> • Sort and form sets using vegetables in their groups.
19 min	4.	<ul style="list-style-type: none"> • Gives learners individual exercise on sorting and forming sets. 	<ul style="list-style-type: none"> • Individual learners do the exercise in their books

Self-Evaluation

Strengths:

Areas of improvement:

Way forward:

TEACHING CHRISTIAN RELIGIOUS EDUCATION

Background

Christian Religious Education (CRE) is an important part of the Special Interest Group Curriculum. It is designed to enable you guide the learners to develop moral, ethical and spiritual values. This would help to develop discipline and manners that are acceptable in society. Teach CRE as provided for on the timetable. This shall enable the learners develop high level of discipline, good manners and also live in peace with others in society.

The Purpose of the Facilitator's Guide

The facilitator's guide has been provided to ease the teaching and learning of Christian Religious Education. It provides a sample breakdown of the syllabus content into teachable lessons. Use the facilitator's guide together with the CRE content in the Alternative Special Interest Groups Curriculum. The Bible and other support materials should be used when preparing and teaching CRE.

Christian Religious Education unlike the content for the other learning areas is not presented in the general matrix of the Alternative Special Interest Groups Curriculum. The content of the CRE syllabus is presented after the general matrix for all the other learning areas. The information you need to effectively teach CRE has been provided in this facilitator's guide. This includes:

- Relating the biblical content to real life experiences.
- Suggested activities, methods, instructional materials that promote the teaching and learning of CRE.
- Guidance on continuous assessment. Remember to assess knowledge, morals and attitudinal change.

How to Use the Facilitator's Guide

The facilitator's guide should be used:

- In reference to the Alternative Special Interest Groups curriculum.
- During scheming and lesson planning, study the suggested activities and identify the relevant examples in real life situations.

- In relation to the Bible messages.
- In connection with real life experiences in the family, school, community or the nation at large.

Use or adopt the sample activities provided in the facilitator's guide during the teaching and learning process. Give learners opportunity to carry out activities as whole class, in groups, in pairs, individually or as project work. Emphasise individual participation to enable you assess achievement of competencies. Use appropriate methods that promote effective teaching and learning of Christian Religious Education. During the teaching and learning process use the languages learners are familiar with. Christian Religious Education in this curriculum has six themes to be covered in three levels. The themes are presented in a spiral form across the sessions under the three levels.

Note: Always reflect and aim at achieving the set learning outcomes as you handle content for each session under each level.

The General Procedure of Teaching Christian Religious Education

The teaching/learning process starts with the learner's experience followed by the experience of others. These experiences are then looked at in light of the Bible. The learners are encouraged to respond to the message and to live it. The teaching/learning experience follows this procedure:

- **Our Experience:** Relate what you are to teach to real life situations.
- **God's message:** Refer to the main content from the Bible for a particular lesson. This is the heart of a lesson.
- **Our Response:** This is where learners reflect, suggest and practice how to live by God's message.

It is important to note that;

You are expected to observe development of life **skills and values** as learners express themselves, and relate with others as they carry out different activities. Look for opportunities to have them developed over time. Suggested **methods** have been included under each session in this facilitator's guide but you are free to use any other methods of your choice which you find practical and appropriate to deliver the content.

Instructional materials have been suggested as support during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the lesson and remember to use them during the lesson. Use documentaries where necessary and if available.

Suggested activities have been included in a table form to guide you as you prepare a detailed lesson for each day. Always remember the general procedure followed to teach a CRE lesson (**Our experience, God's Message, Our response**).

Note: Use relevant activities such as rhymes, poems, stories, exercises, project work, songs, role plays, drama, prayers and Bible verses reading during the teaching and learning.

Assess the progress of the learners as they learn where possible record their progress. Remember to assess values and attitudes in addition to knowledge.

Guidance or a few notes have been provided for emphasis and use which, you may need as you prepare and teach the content.

Special Needs Education is an important aspect in education today. Identify learners with **special needs** and cater for them. Since learning is inclusive, organise learning activities such that learner with special learning needs are able to learn with others. Seek guidance from specialist persons in SNE where necessary.

Note: Always invite a resource person to support you whenever there is need.

Level One: Session One

Theme 1: Creation (8 periods)


Overview

In this theme you will guide the learners to learn about the order of creation. Let them realise that they are part of God's creation. Caring for them as part of God's creation and caring for God's creation. They need to be familiar with the creation story in Genesis 1 to enable learners appreciate the message. Give the learners opportunity to share their own experiences. Emphasis God's work during the creation and the responsibility He gave us as human being.

Learning Outcome

The learner understands, appreciates God's Creation and the position of human beings in it.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Order of Creation</p> <p>Things God created: light, sky, land, sea and plants that grow on land, sun moon and stars, birds, fish, and other creatures that live in water, man and all kinds of animals that live on land.</p>	<ul style="list-style-type: none"> • Explain what creation is (<i>putting something in existence out of nothing</i>) • Guide learners to identify things God created through storytelling/signing/singing the song "who made you and me..... you and me *3 who made the earth and moon.....*3" • let the learner identify things created by God • Discuss with the learners the things made by man • Take the learners outside to identify things God created and those made by man. Guide learners to say a prayer thanking God for His creation 	<ul style="list-style-type: none"> • Bible • Local environment • Learner's textbook

<p><i>Gen 1: 1-30</i></p> <ul style="list-style-type: none"> • The order of Creation according to days. • Things made by man i.e., desk, buildings, cars, chairs, bottles, phones, computers, roads, utensils, trains, plans etc. 	<ul style="list-style-type: none"> • Let learners identify the man-made things. • Let learners draw things created by God. 	
<p>I am part of God's creation</p> <ul style="list-style-type: none"> • The first people God created i.e., Adam and Eva (Genesis 1: 26-30) • My uniqueness as part of God's creation i.e. 	<ul style="list-style-type: none"> • Share the story of the creation of man i.e., Adam and Eva. • Let the learner retell the story of Adam and Eva. • Guide the learner to name the first people God created. Adam and Eva. • Let learners describe their position in the order of creation. (Man was created lastly of all creatures. Man was created in Gods' image and likeness, he was given power to rule over all other creatures, take care, protect and to love them). 	<ul style="list-style-type: none"> • Bible • A chart showing Adam and Eva in the garden of Eden

<p>created in Gods' image</p> <ul style="list-style-type: none"> • (Man was created in God's image) 	<ul style="list-style-type: none"> • Describe how man is different from other creation. Man is special before God because he was created in Gods' image and likeness. • Guide learners to say a prayer thanking God. • Guide learners to sing a song thanking God for creating him/her. • Guide learners to role play the position of Adam and Eve in the order of creation. 	
<p>Caring for God's creation</p> <ul style="list-style-type: none"> • Gen 1: 26-31 • Practical ways of caring for; <ul style="list-style-type: none"> - plants - Animals. - - birds - water i.e., boreholes, lakes and rivers • Name things he/she uses to care for God's creation i.e., hoes, 	<ul style="list-style-type: none"> • Guide learners to identify the things used to care for God's creation. • Let learners describe how they care for God's creation i.e., plants, animals, rivers, wells etc. • Guide learners to demonstrate ways of caring for God's creation. • Let learners say a prayer asking God to enable them take care of His creation. • Let learners say a pray thanking God for His creation. • Demonstrate caring for God's creation. 	<ul style="list-style-type: none"> • A Bible • A chart showing people doing different activities • Items/ tools used to care for God's creation: Things in environment.

panga, water can, knife, cattle		
<p>Caring for myself as part of God's creation</p> <p>Caring for God's creation Gen 1: 26-27</p> <ul style="list-style-type: none"> • Ways of caring for self: <ul style="list-style-type: none"> - Eating, well - working - cleaning - resting - praying respecting myself 	<ul style="list-style-type: none"> • Guide learners explain how they care for themselves for ex ample: - bathing, eating well, resting, working, cleaning the things they use, making a bed, cutting the hair short. • Let learners recite a prayer thanking God for creating them. • Let learners demonstrate how they care for themselves by respecting themselves, keeping themselves clean, and resting, eating well, cleaning utensils, cutting nails short and doing some exercise. 	<ul style="list-style-type: none"> • Bible • Learner's textbook • Materials used for caring for self-i.e., water, soap • A chart showing people caring for themselves

Guidance on Assessment

- Assess as the learner identifies the things God created.
- Observe and assess as the learner cares for themselves.
- Observe and assess as the learner demonstrates how to care for God's creation.
- Assess as the learner identifies man-made things.
- Assess as the learner explains how man is a unique person.

Theme 2: Prayer and Faith (6 periods)

Overview

In this theme you will help the learners appreciate the need to pray and have faith through teaching the following topics; the Lord's Prayer, Jesus' teaching about prayer and the types of prayer. Emphasise the need to pray believing that God answer prayers.

Learning Outcome

The learner understands, appreciates and practices the concept of prayer and faith in real life situations.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>The Lord's prayer Mathew 6: 9-15</p> <ul style="list-style-type: none"> Recite the Lord's prayer 	<ul style="list-style-type: none"> Guide learners to read the Lord's Prayer Let learners practice reciting the Lord's prayer 	<ul style="list-style-type: none"> Bible A chart showing the Lord's prayer
<p>Jesus' teaching about prayer</p> <ul style="list-style-type: none"> Bible teaching about prayer Mathew 26: 40-41, 15:28-33 (what we get from the Lord's prayer) Importance of prayer 	<ul style="list-style-type: none"> Share with the learners the Bible teaching about prayer and faith, prayer creates hope, confidence, courage, helps us not to be tempted. Share with the learners why Jesus taught his disciples the Lord's Prayer i.e. he wanted them to depend on God, to strengthen their faith, not to be tempted. 	<ul style="list-style-type: none"> Bible Prayer book

<ul style="list-style-type: none"> Way of communicating with God, gives strength, confidence and courage, strengthens our faith 	<ul style="list-style-type: none"> Through think-pair-share discuss with the learners the importance of prayer. <p>Prayer guides believers in their faith. Prayer builds confidence. Through prayer, believers get knowledge, wisdom and understanding.</p>	
<p>Types of prayer:</p> <ul style="list-style-type: none"> Confession prayer Petition prayer Thanks giving prayers Adoration prayer 	<ul style="list-style-type: none"> Guide learners to identify the different types of prayers through brainstorming Let learners practice say the different types of prayers 	

Guidance on Assessment

- Listen and assess as the learners recite the Lord's Prayer.
- Assess as the learner gives the importance of prayer.
- Assess as the learner identifies the different types of prayer.
- Assess as they practice praying (i.e. in class, at home, at school).

Theme: Meeting People's Needs (10 periods)

Overview

Meeting people's needs shows a sign of loves, sharing and care among others. In this topic you will guide the learners to identify the categories of people in need in the community, categories of people in need in the Bible, ways and importance of meeting people's needs in the community. Let learners know that this practice brings God's blessings. Allow the learners to discuss freely how they can meet other people's needs.

Learning Outcome

The learner understands and appreciates the importance of meeting people's needs and applies this in society.

Content	Suggested Teaching /Learning Activities	Instructional Resources
<p>Categories of people in need in the community</p> <ul style="list-style-type: none"> The sick, aged, hungry, lame, blind, deaf, refugees, orphans, widows, street children. <p><i>Mathew 20:29-34</i></p> <p><i>Luke 4:38-39</i></p> <ul style="list-style-type: none"> Types of needs: <ul style="list-style-type: none"> materials need: food, clothing, shelter Intellectual needs: education 	<ul style="list-style-type: none"> Guide learners to identify the categories of people in need through group discussion. Guide learners to identify the needs of different people through brainstorming. Share the Bible teaching about caring for others. Let learners demonstrate caring 	<ul style="list-style-type: none"> Bible The community around Chart showing Jesus meeting people's needs i.e. Jesus feeding the 5,000 people

<p>- Spiritual needs: prayer, religion</p>	<p>for the different categories of people.</p>	
<p>Categories of people in need in the Bible</p> <ul style="list-style-type: none"> • Different categories of people who were in need according to the Bible • Ways Jesus met people’s needs. <p>By healing them, feeding, chase demons from them,</p> <p>Mark 1: 29-45, Jesus heals</p> <p>Luke 6: 27-35, -love your enemies</p> <ul style="list-style-type: none"> • Caring for the needy as Jesus did. <ul style="list-style-type: none"> • Praying for the sick • Visiting the sick. • Giving food to those who do not have. • Sweeping the compound of the elderly. • Giving them medical care. 	<ul style="list-style-type: none"> • Through storytelling/signing let the learners identify from the Bible the different categories of people who were in need. • Guide learners to role play caring for the needy as Jesus did by performing miracles. • Let learners pray for the needy people. • Let learners practice caring for the needy by the teachers’ guidance 	<ul style="list-style-type: none"> • Bible • Chart showing Jesus feeding the 5000 people

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Ways and importance of meeting people's needs in the community</p> <ul style="list-style-type: none"> Ways of meeting people's physical, intellectual, spiritual and emotional needs. <p>Through giving them proper education, counselling and guidance, praying, reading the Bible.</p> <p>-importance: creates unity among people, creates hope, development, happiness, joy, friendship.</p> <ul style="list-style-type: none"> Caring for the different categories of people's needs like the blind, the sick, orphans, lame, pregnant mothers, deaf, the hungry, old, young ones. 	<ul style="list-style-type: none"> Let learners pray to God for guidance to meet people's needs. Demonstrate meeting people's needs in the community. Through guided discussion let learners suggest the importance of meeting people's needs. Guide learners to pray for people in need. Let learners sing/sign praise songs appreciating the needy. Guide learners to recite a poem appreciating the needy people. 	<ul style="list-style-type: none"> Bible Chart showing Jesus meeting people's needs Different items that can be given to the needy i.e., clothes, food, soap

<ul style="list-style-type: none"> • Importance of meeting people's needs e.g., getting blessings, love from people • Luke 6:27-35 	<ul style="list-style-type: none"> • Discuss with learners the value of meeting people's needs. • Read/braille with the learners the Bible verses about caring for people in need. 	<ul style="list-style-type: none"> • Bible
<ul style="list-style-type: none"> • Practical ways of meeting people's need e.g. - The sick, blind - Aged, orphans - Deaf, hungry 	<ul style="list-style-type: none"> • Demonstrate how to meet people's needs • Lead learners to pray for people in need 	<ul style="list-style-type: none"> • Materials (i.e., clothes, foodstuff) • Costumes

Guidance on Assessment

- Assess learners as they identify the categories of people who need help.
- Assess as the learner explains Jesus' teaching about caring for the needy.
- Assess as the learner identifies the different needs of people.
- Listen and assess as the learner gives the importance of helping the needy.
- Observe and assess as the learner demonstrates practical ways of meeting people's needs.

Level One: Session Two

Theme: Community Service (24 periods)

Overview

In this topic you will discuss with the learners about offering service at home, school, and health Centre, Church and community. You will also guide learners to appreciate Jesus' example of service. Jesus spent His lifetime serving other people in many ways. The instructor should emphasise the need to emulate the examples of Jesus. Use real life experiences when handling this content.

Learning Outcome

The learner understands and appreciates his/her role and responsibility to serve others in the community.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Service at home</p> <p>Roles and responsibilities of people at home: father- buys food, head of the family, mother cooks food, children sweep the house, fetch water etc.</p> <p>People at home are mother, father, children, and other relatives.</p>	<ul style="list-style-type: none"> Guide learners to identify the roles and responsibilities of different people at home. 	<ul style="list-style-type: none"> Bible Learner's textbook

<p>Different activities at home to be offered at home. John 13: 34-35, Ephesians 4: 1-6</p>	<ul style="list-style-type: none"> • Discuss with the learners the activities carried out at home. for example: - fetching water, digging, washing utensils, weaving, sewing, sweeping the house, cleaning the compound. • Let learners demonstrate carrying out different activities at home. 	<ul style="list-style-type: none"> • Bible, • Materials used at home i.e., brooms, water, hoes, slashes, pang, jerry cans, knife,
<p>Practical ways of serving people at home</p>	<ul style="list-style-type: none"> • Guide learners to role play service at home. 	
<p>Service at school Roles and responsibilities of people at school. For example; teacher-teaches children. Security guard- guards the school Head teacher- heads the school. Cook- cooks food.</p>	<ul style="list-style-type: none"> • Guide learners to identify roles and responsibilities of different people at school. 	<ul style="list-style-type: none"> • Bible • Items used to offer service at school Real objects like; brooms, knife, slasher, pang, moppers, water.
<p>Type of service offered at school like digging around the school compound,</p>	<ul style="list-style-type: none"> • Discuss with the learners the activities carried out at school. 	

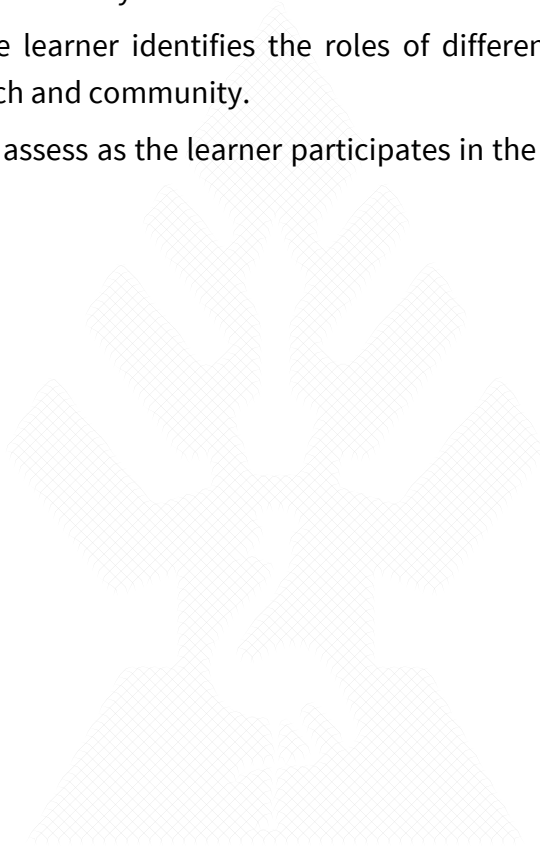
<p>sweeping, smoking the latrines, mopping, fetching water.</p>		
<p>Practical ways of serving people at school</p>	<ul style="list-style-type: none"> • Let learners demonstrate carrying out activities in form of service at school. • Guide learners to pray for the school community. 	
<ul style="list-style-type: none"> • Service at Health Centre or hospital Roles and responsibilities of people at the health Centre • Kind of service to be offered at the health Centre 	<ul style="list-style-type: none"> • In groups guide learners to identify the kind of service to be offered at the health Centre. • Through think-pair-share guide learners to identify roles and responsibilities of people at the health Centre. • Guide learners to role play offering services at the health Centre. • Guide learners to pray for people at the health Centre 	<ul style="list-style-type: none"> • Bible Items used to offer service at the health i.e., Centre such as brooms, slashes, hoes, water, soap, gloves, mopes
<p>Service at church John 5:5-11 Roles and responsibilities of people in my church.</p>	<ul style="list-style-type: none"> • Guide learners to identify the kind of service to be offered at Church; sweeping, mopping, slashing, digging around the church etc. 	<ul style="list-style-type: none"> • Bible • Items used to offer service at church musical instruments

<p>For example: treasurer, Church leader, verger, warden, security guard, cook.</p>	<ul style="list-style-type: none"> • Discuss with the learners the roles and responsibilities of different members of the church through guided discussion. 	<ul style="list-style-type: none"> • Materials such as brooms, mops, slashes, hoes,
<p>Type of service to be offered at the church e.g. Singing in the church choir, offering, building the church and church project, helping the needy, visiting the sick</p>	<ul style="list-style-type: none"> • Guide learners to identify the activities carried out at the church through group discussion. • Discuss with the learners the types of service offered at church through think-pair-share. 	
<p>Practical ways of offering service at the Church</p>	<ul style="list-style-type: none"> • Discuss with the learners the practical ways of offering service ie:- singing in the church choir, visiting the sick, helping the needy, praying for the sick, offering, digging around the church. • Let the learners participate demonstrate in offering service at church. 	<p>Real items like sweets, oranges, brooms pawpaw, mangoes,</p>
<p>Service in the community</p>	<ul style="list-style-type: none"> • In groups let learners identify activities carried 	<ul style="list-style-type: none"> • Bible

<p>Mark 6: 31-44</p> <ul style="list-style-type: none"> • Roles and responsibilities of people in the community. <p>Preaching the word of God, giving food to the needy, guidance and counselling.</p> <ul style="list-style-type: none"> • Type of service to be offered in the community 	<p>out in the community like cleaning wells, giving food to the needy, mobilising people for village meetings, building houses for the needy, treating the sick, counselling etc.</p> <ul style="list-style-type: none"> • Discuss with the learners the roles and responsibilities of different members of the community. • Let learners participate in offering community service. • Let learners pray for people in the community as a group. 	<ul style="list-style-type: none"> • Items used to offer service in the community
<ul style="list-style-type: none"> • Jesus' example of selfless service (Mark 6: 31-44) • Practical ways of selfless service 	<ul style="list-style-type: none"> • Tell/sign the story of Jesus' example of service. • Let learners retell/resign story about Jesus' example of service. • As a group let the learners pray for people in the community. • Guide learners to offer selfless service in group and as individuals. 	<ul style="list-style-type: none"> • The Bible • A chart showing Jesus serving people • Items and materials to be used to serve

Guidance on Assessment

- Assess as the learner identifies the benefits of community service.
- Observe and assess the learner offer services at school, Church, health Centre and community.
- Assess as the learner identifies the roles of different people at home, school, Church and community.
- Observe and assess as the learner participates in the community service project.



Level One: Session Three

Theme 1: Community Service (8 Periods)

Overview

The content in this theme relates to the previous content under level one session two. In this session, the instructor should cover the following areas: benefits of community service, voluntary service projects in the community, causes and consequences of selfishness. This is important to society because it has some roles and responsibilities to fulfil voluntarily. This is an opportunity to get all the learners involved in voluntary service projects in order to appreciate the need to serve without pay.

Learning Outcome

The learner understands and appreciates that it is his/her role and duty to serve others in the community.

Content	Suggested Teaching /Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Benefits of community service; people respect one another, unity, show care to one another, development, acquire knowledge, strengthen friendship. • Benefits of unselfishness community service at home, school, health 	<ul style="list-style-type: none"> • Through brainstorming discuss with the learners the benefits of unselfishness; protect our property, eat together, happiness, live together as brothers and sisters. 	<ul style="list-style-type: none"> • Bible • Resourceful person. • A chart showing people eating together.

<p>Centre, church and community.</p> <ul style="list-style-type: none"> Galatians 3: 26-28, Mathew 19: 16-30 John 4: 1-12 Challenges faced in doing community services; selfishness, greed, disunity, some people do not want changes, hatred, mistrust, envy. 	<ul style="list-style-type: none"> Community service. Read with learners the Bible verses related to service. In groups let learners identify the challenges faced when offering community service. 	
<ul style="list-style-type: none"> Voluntary service projects in the community <p>Note: Handle this in weeks 2 and 3</p> <ul style="list-style-type: none"> Voluntary service projects <p>Ways of working with others during the voluntary service project. Voluntary service projects are:</p> <ul style="list-style-type: none"> -weeding the garden of a poor woman -cleaning the school compound. -fetching water for an old woman. -repairing the hut or house of a neighbour. 	<ul style="list-style-type: none"> Guide learners to choose a voluntary service project. Let learners work together on a selected voluntary service project. Let learners participate in a voluntary service project. 	<ul style="list-style-type: none"> Learner's textbook Bible chart showing voluntary service projects Items to be used during the project
<p>Causes and consequences of selfishness</p>	<ul style="list-style-type: none"> Discuss with learners the causes and consequences of selfishness. 	<ul style="list-style-type: none"> Learner's textbook Bible

<ul style="list-style-type: none"> causes and consequences of selfish service <p>Mathew 19: 66-30.</p> <p>Causes of selfishness; jealousy, bribe, greed, envy, malice, hatred.</p> <p>Consequences; murder, death of innocent people, imprisonment of people, destruction of property, loss of jobs.</p>	<ul style="list-style-type: none"> Guide learners to pray individually asking for God's help to overcome selfish service. 	
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Guidance on Assessment

- Assess as the learner identifies the benefits of community service.
- Assess as the learner shares the challenges faced when offering community service.
- Assess as the learner identifies the different projects for offering service in the community.
- Assess as the learner identifies the consequences of selfish service.
- Observe and assess as the learner participates in voluntary service projects.

Theme 2: Living in Peace with others (4 periods)

Overview

In this theme you will guide learners to identify ways of living in peace and harmony with others, importance of fair behaviour, and share the Ten Commandments. Let the learners know that living in peace may be achieved through keeping the Ten Commandments and the national laws. Encourage learners to promote peace making with others.

Learning Outcome

The learner understands, appreciates and applies the message of living with others in peace in day-to-day life

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Ways of living in peace</p> <ul style="list-style-type: none"> Ways of living in peace (i.e., sharing, helping, loving, working together and praying together, forgiving) Fair and unfair behaviour Genesis 4: 1-10. <p>Fair behaviour: greeting, forgiving,</p>	<ul style="list-style-type: none"> Guide learners to read verses in the Bible related to fair and unfair behaviour (the story of Cain and Abel Genesis 4: 1-10) Discuss with the learners about fair and unfair behaviour. Let learners participate in activities that promote peace. Guide learners to pray for peace in the community and the country at large. 	<ul style="list-style-type: none"> Learner's textbook The Bible- Genesis 4: 1-10

<p>sharing, and helping others etc.</p> <p>Un fair behaviour: malice, killing one another, quarrelling, accusing others falsely, fighting.</p>		
<ul style="list-style-type: none"> • Importance of fair behaviour Mathew 5:1-10 • Consequences of unfair behaviour • Prays for peace in the community, country • Genesis 4:10-12 	<ul style="list-style-type: none"> • Discuss with the learners the importance of fair behaviour. • Discuss with the learners the consequences of unfair behaviour. • Guide learners to participate in activities that promote peace e.g., cleaning wells, attending peoples' weddings, funeral services, helping the poor, visiting the sick. • Guide learners to pray for peace in the community and the country as a group and individually. 	<ul style="list-style-type: none"> • The Bible. <p>Choose materials depending on what you need to do.</p> <p>Resourceful person</p>
<p>The Ten commandments</p> <ul style="list-style-type: none"> • Exodus 20:1-17 • The Ten Commandments • The two greatest commandments Mathew 	<ul style="list-style-type: none"> • Guide learners to read the Ten Commandments individually; - worship no other Gods but me. 	<ul style="list-style-type: none"> • Bible • Learner's textbook • A chart showing Moses holding the Ten Commandments

	<ul style="list-style-type: none"> - Do not make yourself any image to worship. - Do not use my name for evil purposes. - Observe the Sabbath day and keep it holy. - Respect your mother and father. - Do not kill. - Do not commit adultery - Do not steal - Do not accuse any one falsely. - Do not desire anything that another person owns. <ul style="list-style-type: none"> • Demonstrate ways of living according to the two greatest commandments: 1. love your God with all your heart, and with all your mind. 2. Love your neighbour as you love yourself. • Guide learners to thank God for the commandments through prayer. 	
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Guidance on Assessment

- Assess as the learner identifies different ways of living in peace with others.
- Assess as the learner gives the importance of fair behaviour.
- Observe and assess as the learner prays for peace.



Theme 3: Leadership and Democracy - (12 periods)

Overview

Good leadership and democracy are important aspects in society if we are to live in peace. In this theme you will help learners identify the characteristics of leaders, discuss leadership at home, school, Church, community and the benefits of choosing good leaders. Guide learners to appreciate Jesus' example of leadership and democracy and how He served different people without discrimination. Encourage learners to emulate Jesus' way of leadership and apply it in real life.

Learning Outcome

The learner understands, appreciates and promotes democracy and good leadership at different levels in real life situations.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Characteristics of leaders</p> <ul style="list-style-type: none"> Different characteristics of leaders (i.e., God fearing, prayerful, good listeners, trust worthy, faithful, exemplary, patient, understanding, caring, kind, calm, knowledgeable) Jesus as a leaders Mark 1:11-35,40-43 	<ul style="list-style-type: none"> Guide learners to identify the different characteristics of different leaders through brainstorming i.e., God fearing, kind knowledgeable, trustworthy, patient. Share the characteristics of Jesus as a leader through story telling/ratification for example; kind, loving, courageous, 	<ul style="list-style-type: none"> Bible Learner's textbook

<ul style="list-style-type: none"> • Not self-promoting, obedient to holy spirit, attended to crisis, team-builder, relationship builder, practiced daily prayer, empowered others and expressed control and authority 	<p>exemplary leader, patient, practiced daily prayer, team builder.</p> <ul style="list-style-type: none"> • Emphasise the importance of leading by example. • As a group let learners pray for the leaders. 	
<p>Leadership at home Parents and their roles as leaders at home</p> <ul style="list-style-type: none"> • Other leaders at home • Importance of leaders at home 	<ul style="list-style-type: none"> • Guide learners to role play different leaders and their roles at home, i.e., father buys food at home, mother cooks food at home, Mother and father give instructions to guide the home. • Through guided discussion let learners mention the importance of leaders in a home by; <ul style="list-style-type: none"> - Protect the family. - Give rules to follow in a home. - Unite the family members in love. - Encourage the home members. 	<ul style="list-style-type: none"> • Learner's textbook • The Bible

	<ul style="list-style-type: none"> - Keeps the continuity of the family name. • Let learners pray for parents and other leaders at home. 	
<p>Leadership at school Different leaders at school and their roles Importance of leaders at school</p>	<ul style="list-style-type: none"> • Guide learners to identify the different leaders at school and their roles through brainstorming: leaders at school; head teacher, deputy, teachers, • Let learners mention the importance of leaders in the school through guided discussion. Leaders in the school lead, guide, team build, create unity, influence others. • Guide learners to pray for leaders at school as a group. 	<ul style="list-style-type: none"> • Learner’s textbook • The Bible
<p>Leadership in church Leaders at church and their roles Importance of leaders in church</p>	<ul style="list-style-type: none"> • Guide learners to identify different leaders at church and their roles through brainstorming i.e., priests, lay readers, reverend father, bishops, head of laity, 	<ul style="list-style-type: none"> • Learner’s textbook • The Bible

	<p>church secretary, treasurer, and mobilizer.</p> <p>Roles of the church leaders;</p> <ul style="list-style-type: none"> - Preach the word of God. - Keep the church money. - Mobilize people in the churches. <ul style="list-style-type: none"> • Guide learners to give the importance of leaders in the church through guided discussion. • Guide learners to pray for leaders at church. • Let the learner's role play the roles of leaders in the church. 	
<p>Leadership in community Different leaders in the community and their roles Importance of leaders in the community</p>	<ul style="list-style-type: none"> • Guide learners to identify different community leaders i.e., LC1, 2, 3, 5, mayor, counsellors. Through brainstorming. • Guide learners to give the importance of leaders in the community through guided discussion; leaders guide others, 	<ul style="list-style-type: none"> • Local Council (LC) material • Learner's textbook

	<p>build team work, protect the people,</p> <ul style="list-style-type: none"> Let learners pray for different leaders as a group and as individuals. 	
<p>Benefits of choosing good leaders at school, church, community and in the country</p> <ul style="list-style-type: none"> Ways of choosing good leaders Importance of choosing good leaders 1Sam 17: 41-58 Mark 9: 14-29 Luke 8: 22-25 	<ul style="list-style-type: none"> Through discussion guide learners to mention ways of choosing good leaders i.e., registration, nomination, and campaign. Guide learner to give the benefits of choosing good leaders through brainstorming. Let learners pray for the leaders as a group and as individuals. 	<ul style="list-style-type: none"> Learner's textbook The Bible

Guidance on Assessment

- Assess as the learner identifies the characteristics of good leaders.
- Assess as the learner shares lessons learnt from Jesus as a leader.
- Listen and assess as the learner identifies the roles of leaders at home, school, Church and community.
- Assess as the learner identifies the benefits of good leadership.

NOMADS AND FISHING COMMUNITIES

Sample Scheme of Work for Christian Religious Education

Theme: Creation

Learning outcome: The learner understands and appreciates God's creation and position of human beings in it.

Wk	Pd	Theme	Sub-theme	Content	Learning area competence	Language competences	Instructional strategies	Suggested activities	Life skills/ indicators and values	Instructional resources	Ref.	Rem
1	1	The Creation	Order of creation	<p>Our experience sharing and mentioning the things around them</p> <p>God's Message Genesis 1:1-30 The order of creation, 1st day-light, 2nd day-land and water etc.</p> <p>Our response Identifying things in their environment Saying a thanks giving prayer for God's creation</p>	<p>The learner; -mentions the things around him/her -identifies things created by God in their order -explains the order of creation</p> <p>says a prayer - God for His creation</p>	<p>The learner; -Reads pronounces , spells and uses the words related to order of creation correctly</p>	<p>-Story telling -Observation -Guided discussion</p>	<p>Discussing the order of creation Listening to the story retelling the story saying a prayer thanking God</p>	<p>Effective communication, audibility, confidence Critical thinking: responding to questions appropriately Values Appreciation,</p>	<p>-A Bible -The local environment -Chart showing things created by God</p>	<p>Bible facilitator's guide curriculum for SIG</p>	

Sample Lesson Plan for Christian Religious Education

Date	Learning Area	Level	Session	Time	Duration	No. of learners
01/02/2019	CRE	One	One	2.00 -2.40 pm	40 min	80

Theme:	The Creation
Sub Theme:	Order of Creation
Lesson:	The things God created
Learning Area Competences:	The learner; <ul style="list-style-type: none"> i) Mentions the things around him/her. ii) Identifies things created by God in their order. iii) Explains the order of creation. iv) Says a prayer thanking God for His creation.
Language competences	The learner reads, pronounces, and uses the words related to order of creation correctly.
Life skills indicators:	Effective communication: Non- verbal expression, audibility, confidence Critical thinking: responding to questions appropriately
Values:	- Appreciation,
Instructional strategies:	- Story telling -Observation -Guided discussion
Instructional materials:	A Bible, the local environment, Chart showing things created by God
Reference:	The Bible, Facilitator's guide, Curriculum for SIG

Teaching Procedure

Time	Steps	Facilitator's Activities	Learner's Activities
10 min	1	<p>Our Experience</p> <ul style="list-style-type: none"> Starts the lesson with a signal song for CRE. Takes the learners out of class to observe and share experiences about the things around them 	<ul style="list-style-type: none"> Sings the song for CRE. Talks about the things around i.e. plants, animals, birds with confidence
20 min	2	<p>God's message</p> <ul style="list-style-type: none"> Shares the Bible story about the creation from Genesis 1: 1-30 Shares with the learners the meaning of "Creation" Shares the order of creation i.e. God created the world in six days On the first day God created the light. He separated light from darkness. On the second day God created the sky to separate the water above it and below it 	<ul style="list-style-type: none"> Listens to the Bible story about the creation Asking and answering questions about the creation story appropriately i.e. on which day did God create the sun, the moon and the stars? What did God create on the sixth day? Gives the meaning of creation correctly Names the things God created on the different days starting from the first day

10 min	3	<p>Our Response</p> <ul style="list-style-type: none"> Guides learners to name the things God created on the different days at random Guides learners to say a prayer thanking God for the things He created 	<ul style="list-style-type: none"> Names the things God created at random Says a prayer thanking God for His creation with confidence i.e. <i>God thank you for creating all the things in the world</i>
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Self-Evaluation

Strengths:

Areas of improvement: -

Way forward:

TEACHING ISLAMIC RELIGIOUS EDUCATION

• Background

Islamic Religious Education (IRE) is an important part of the Alternative Special Interest Group Curriculum. It is designed to enable you guide the learners to develop moral, ethical and spiritual values hence develop discipline and good manners which are acceptable in society. Teach IRE as provided for on the timetable. This shall enable the learners develop high level of discipline, good manners and also live in peace with others in society.

• The Purpose of the Facilitator's Guide

This part of the facilitator's guide has been provided to ease the teaching and learning of Islamic Religious Education. It provides a sample breakdown of the syllabus content into teachable lessons. Use the facilitator's guide together with the IRE content in the Alternative Special Interest Groups Curriculum, the Qur'an and other support materials when preparing and teaching IRE. Islamic Religious Education unlike the content for the other learning areas is not presented in the general matrix of the Alternative Special Interest Groups Curriculum. The content of the IRE syllabus is presented after the general matrix for all the other learning areas. The information you need to effectively teach IRE has been provided in this facilitator's guide. This includes:

- Relating the Qur'anic content to real life experiences.
- Suggested activities, methods, instructional materials that promote the teaching and learning of IRE,
- Guidance on continuous assessment. Remember to assess knowledge, morals and attitudinal change.

• How to Use the Facilitator's Guide

The facilitator's guide should be used:

- In reference to the Alternative Special Interest Groups curriculum.
- During scheming and lesson planning, study the suggested activities and identify the relevant examples in real life situations.

- In relation to the Qur'an messages
- In connection with real life experiences in the family, school, community or the nation at large.

Use or adopt the sample activities provided in the facilitator's guide during the teaching and learning process. Give learners opportunity to carry out activities as whole class, in groups, in pairs, individually or as project work. Emphasis individual participation to enable you assesses achievement of competencies. Use appropriate methods that promote effective teaching and learning of Islamic Religious Education. During the teaching and learning process use the languages learners are familiar with. Islamic Religious Education (IRE) in this curriculum has five themes to be covered in three levels. The themes are presented in a spiral form across the sessions under the three levels.

- **The General Procedure of Teaching Islamic Religious Education**

The teaching/learning process starts with the learner's experience followed by the experience of others. These experiences are then looked at in light of the Qur'an. The learners are then encouraged to respond to the message and to live it. The teaching/learning experience follows this procedure:

- Our Experience:** Relate what you are to teach to real life situations
- God's message:** Refer to the main content from the Quran for a particular lesson. This is the heart of a lesson.
- Our Response:** This is where learners reflect, suggest and practice how to live by God's message.

It is important to note that;

You observe the development of **life skills and values** as learners express themselves and relate with others as they carry out different activities. Look for opportunities to have them developed over time.

Suggested **methods** have been included under each session in this facilitator's guide but you are free to use any other methods of your choice which you find practical and appropriate to deliver the content.

Instructional materials have been suggested as support during the teaching and learning process. However, you are free to use any other support materials that you find relevant. Ensure that you have the materials ready before the lesson and remember to use them during the lesson. Use documentaries where necessary and if available.

Suggested Activities have been included in a table form to guide you as you prepare a detailed lesson for each day. Always remember the general procedure followed to teach an IRE lesson (**Our experience, God's Message, Our response**)

Note: Use relevant activities such as rhymes, poems, stories, exercises, project work, songs, role plays, drama, prayers and Qur'an verses reading during the teaching and learning.

Assess the progress of the learners as they learn where possible record their progress. Remember to assess values and attitudes in addition to knowledge.

Guidance or a few notes have been provided for emphasis and use which you may need as you prepare and teach the content.

Special Needs Education is an important aspect in education today. Identify learners with **special needs** and cater for them. Since learning is inclusive, organise learning activities such that learner with special learning needs are able to learn with others. Seek guidance form specialist persons in SNE where necessary.

NOTE: Always invite a resource person to support you whenever necessary.

Level One: Session One

Theme 1: Reading from the Qur'an – (2 periods)

- **Overview**
- In this topic you will concentrate on the concept of Salaam, its importance and the rules governing Salaam. This is an opportunity for learners to practice saying salaam.

- **Learning Outcome**

The learner appreciates the concept of Salaam and applies it in real life.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Concept of Salaam • Importance of Salaam • Rules governing Salaam 	<ul style="list-style-type: none"> • Guide learners to say Salaam in pairs. • Let learners give the meaning of Salaam through brainstorming. • Discuss the importance of salaam. • Guide learners to identify rules governing salaam. • Let learners practice saying salaam. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

- **Guidance on Assessment**
- Assess as the learner says "*Asalaamu alaikum warahmatullahi, wabarakatuhu* (Islamic greeting).
- Observe and assess as the learner gives the meaning of salaam.
- Observe and assess as the learner discusses the importance of salaam.
- Observe and assess as the learner identifies rules governing salaam.

Theme1: Reading from the Qur'an (4 periods)

• Overview

Surat Al-Fatiha is the first surah in the Quran. It is a prayer for guidance, lordship and mercy from Allah. In this topic you will guide learners to learn about Surat Al-Fatiha, its meaning and importance. Encourage learners to apply the surah in prayer.

• Learning Outcome

The learner appreciates and applies the message of Surat Al-Fatiha, in prayer.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Surat Al-Fatiha, Chapter 1</p> <ul style="list-style-type: none"> • Meaning of Surat Al-Fatiha - <i>In the name of Allah, the most merciful, the most beneficial</i> - <i>All praise and thanks are due to Him.</i> - <i>He, alone is the owner of the day of judgement</i> - <i>He alone is to be worshipped and He, alone we seek for help.</i> - <i>He alone we seek for guidance</i> 	<ul style="list-style-type: none"> • Guide learners to recite Surat Al-Fatiha. • Guide learners to give the meaning of Surat Al-Fatiha through demonstration. • Let learners practice reciting Surat-Al-Fatiha. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Surat Al-Fatiha, Chapter 1 Importance of Surat Al-Fatiha</p> <ul style="list-style-type: none"> - <i>Helps us to worship only Him.</i> - <i>Helps us to walk in the straight path</i> - <i>We get guidance from him.</i> <p>Using Surat Al-Fatiha in prayer</p>	<ul style="list-style-type: none"> • Share with the learners the importance of Surat-Al-Fatiha in groups. • Encourage the learners to recite Surat Al-Fatiha in prayer. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks
<p>Surat Al-Fatiha, Chapter 1</p> <ul style="list-style-type: none"> • Surat-Al-Fatiha in a prayer practically • Using Surat Al-Fatiha in prayer 	<ul style="list-style-type: none"> • Demonstrate reciting Surat Al-Fatiha in prayer • Discuss with the learners the importance of Surat Al-Fatiha. • Share the meaning of Surat Al-Fatiha. • Let the learners practice Surat -Al- fatiha in prayer. • Emphasise the importance of Surat-Al-Fatiha in daily prayers. Let the learners know that if not recited the prayer becomes invalid. 	

- **Guidance on Assessment**
- Assess as the learner shares with other the importance of Surat-Al-Fatiha in groups.
- Observe and assess as the learner demonstrates reciting Surat Al-Fatiha in prayer.
- Observe and assess as the learner gives meaning of Surat Al-Fatiha.

Theme 2: Hadith: Traditions of the Prophet (PBUH) – (4 periods)

• Overview

In this topic share with the learners the dua said before bed, before meals, after meals and the dua for parents. Stress the importance and the need to always say these dua at the right time.

Learning Outcome

The learner appreciates and recites the dua at the right time.

Content	Suggested Teaching/Learning Activities	Instructional Resources
Moral and spiritual teaching <ul style="list-style-type: none"> Dua before bed: <i>Bismilahi rahmani Rahim, Bi-ismika amuutu wa ahy</i> 	<ul style="list-style-type: none"> Guide learners to practice reciting the dua before bed. Let the learners name any other dua they know. Discuss with the learners the meaning of the dua before bed. Share with the learners the importance of the dua before bed. Divide the learners in groups and make them practice saying the dua before bed. They may use the carpet or a mat for convenience. Monitor learners as they practice saying the dua before bed. 	<ul style="list-style-type: none"> Qur'an Hadith books Yasarna Learner's textbooks
Moral and spiritual teaching	<ul style="list-style-type: none"> Guide learners to say the different duas they know. 	

<ul style="list-style-type: none"> • Dua before meals: <i>Bismillah wa alaa Barakaati Allahi</i> • Dua after meals: <i>Alhamudu lillahi Aladhi Adwiamam wathakaan waj-alani minal muslim een.</i> 	<ul style="list-style-type: none"> • Share with the learners the meaning of dua before and after meals. • Discuss with the learners the importance of reciting the dua before and after meals. • Let the learners practice saying the dua before and after meals. 	
<p>Moral and Spiritual teaching Dua for parents: <i>Rabbi-igifilii walidhaya war'ham huma kama Rabbayan Swaghira</i></p>	<ul style="list-style-type: none"> • Guide learners to practice saying the dua for parents. • Share with the learners the meaning of the dua. • Let the learners practice saying the dua for parents. 	

- **Guidance on Assessment**
- Assess as the learner says the different duas they know.
- Observe and assess as the learner says meaning of dua before and after meals.
- Observe and assess as the learner gives importance of reciting the dua before and after meals.
- Observe and assess as the learner says the dua for parents.

Theme 3: Tawhiid (Faith) (4 periods)

• Overview

In this topic guide learners to identify the attributes of Allah, ways of worshipping and the importance of worshipping Allah. This is an opportunity for learners to practice worshipping Allah.

• Learning Outcome

The learner understands and appreciates his/her relationship with Allah and worships Him alone.

Content	Suggested Teaching /Learning Activities	Instructional Resources
<p>Faith</p> <ul style="list-style-type: none"> • Attributes of Allah <ul style="list-style-type: none"> - Oneness of Allah - Allah is God, the Creator, the Lord of the Universe, the Creator and the Lord of all creatures; man, animal and plant kingdom. - The Creator of lakes, rivers and oceans - The Creator of earth and heaven 	<ul style="list-style-type: none"> • Guide learners to describe the attributes of Allah through guided discovery. • Let learners explain their relationship with Allah individually. 	<ul style="list-style-type: none"> • Learner's textbooks • Qur'an • Hadith books • Yasarna

<ul style="list-style-type: none"> • My relationship with Allah • Man is a servant, he has to worship Allah through prayers, fasting, offering and sacrifice 		
<ul style="list-style-type: none"> • Different ways of worshipping Allah • Importance of worshipping Allah 	<ul style="list-style-type: none"> • Share with the learners why Allah is the only creator, He is one through brainstorming. • Guide learners to identify the different ways of worshipping Allah through guided discovery. • Discuss with the learners the importance of worshipping Allah in daily life. • Let learners role play how people can worship Allah. 	

- **Guidance on Assessment:**

- Assess as the learner names the attributes of Allah.
- Assess as the learner recites/signs Allah's attributes.
- Assess as the learner gives the meaning of the attributes of Allah.

Theme 4: Fiqh (Practice) – (4 periods)

• Overview

Ablution is the Islamic procedure for cleaning parts of the body. The purification of body strengthens the soul which brings one close to Allah. In this topic share with the learners about ablution, the types of ablution, and the things that spoil ablution. Put emphasis on purity, as it is the basic part of faith in Islam.

Learning Outcome

The learner understands, appreciates and demonstrates performing ablution in their daily life.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Ablution</p> <ul style="list-style-type: none"> Types of ablution Things which spoil ablution Practical taking of ablution <ul style="list-style-type: none"> <i>Ablution is cleaning and washing of the body.</i> <i>It is done in preparation for prayer and washing of the dead body</i> 	<ul style="list-style-type: none"> Share with the learners the meaning of ablution through brainstorming. Guide the learners to give the different types of ablution through think-pair-share. Share with the learners the things that spoil ablution. Guide learners to perform ablution before prayer. 	<ul style="list-style-type: none"> Qur'an Hadith books Yasarna, Learner's textbooks Materials used for ablution
<ul style="list-style-type: none"> Practical taking of ablution 	<ul style="list-style-type: none"> Demonstrate how ablution is performed 	

<ul style="list-style-type: none"> - Ablution is cleaning and washing of the body - It is in done in preparation for prayer & washing of the dead body. - Two types of ablution: dry ablution (use of sand), ablution using water - Things which spoil ablution are: passing of air, urinating, vomiting etc. 	<p>i.e. using sand or clean soil and using water.</p> <ul style="list-style-type: none"> • Demonstrate how ghusul is performed. • Through brain storming discuss the conditions that necessitate ghusul (washing of the whole body). • Monitor and guide learners to practice Ablution in their daily prayers. 	
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- **Guidance on Assessment:**

- Assess as the learner names the kind of water used for physical purity.
- Assess as the learner identifies the source of water used for physical purity.
- Observe and assess as the learner uses the right water for physical purity.

Theme5: History of Islam – Week (6 periods)

In this topic you will share the life of Prophet Muhammad, his character and work he did. Emphasise the need for the learners to emulate the Prophet’s character in real life.

• Learning Outcome

The learner understands and appreciates the Prophet’s life and respects others in diversity.

Content	Suggested Teaching/Learning Activities	Instructional Resources
Life of Prophet Muhammad (PBUH) <ul style="list-style-type: none"> Prophet Muhammad (PBUH)’s clan (Banu Hashim) Prophet Muhammad’s tribe 	<ul style="list-style-type: none"> Through storytelling, share the life of Prophet Muhammad with the learners. Let the learners name the clan of Prophet Muhammad (PBUH). Let the learners name the tribe and clan of Prophet Muhammad (PBUH). 	<ul style="list-style-type: none"> Qur’an Hadith books Yasarna, Learner’s textbooks
Prophet Muhammad’s works <i>His works:</i> -Prophet -Merchant -Shepherd	<ul style="list-style-type: none"> Guide learners to mention some of the work done by Prophet Muhammad (PBUH) through guided discovery. Let learners role play the work of Prophet Muhammad as a shepherd. 	
<ul style="list-style-type: none"> Prophet Muhammad’s characters 	<ul style="list-style-type: none"> Appreciate the life and character of Prophet Muhammad (PBUH). 	

His characters

- *Brave*
- *Loyal*
- *Obedient*
- *Tolerant*
- *Kind*

- Encourage learners to emulate the characters of Prophet Muhammad (PBUH) in daily life.
- Guide learners to share lessons learnt individually.
- Let learners mention the work done by parents/community through brainstorming.
- Stress that they should not despise any kind of work.
- Guide learners identify the characters of people in community through think-pair-share.

- **Guidance on Assessment**

- Assess as the learner tells/signs the parents of Prophet Muhammad (PBUH).
- Observe and assess as the learner gives the character of Prophet Muhammad (PBUH).
- Assess as the learner mentions the place of birth of Prophet Muhammad (PBUH).

Level One: Session Two

Theme1: Reading from the Qur'an (6 periods)

- **Overview**

In this topic you will discuss the first revelation as presented in Surat Al-Falaq. Dedicate these lessons to the meaning, importance and reciting the Surah.

- **Learning Outcome**

The learner appreciates and applies the content of Surat Al- Falaq, adopts and practices values reflected in the surah.

Content	Suggested Teaching/ Learning Activities	Instructional Resources
<p>Surat Al-Falaq</p> <ul style="list-style-type: none"> • Reciting Surat Al-falaq 	<ul style="list-style-type: none"> • Guide learners to recite Surat Al-falaq. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna, • Learner's textbooks
<ul style="list-style-type: none"> • Meaning of Al-falaq <ol style="list-style-type: none"> 1. Say, I seek refuge with Allah, the Lord of day break 2. From the evil of what He has created 3. And from the evil of the night as it comes with its darkness 4. And from evil of those who practice witchcraft 	<ul style="list-style-type: none"> • Share the meaning of Surat Al-falaq. • Observe as learners apply Surat Al Falaq in real life. 	

<p>5. And from the evil of the envier when he envies</p>		
<ul style="list-style-type: none"> • Importance of Surat Al-Falaq • Using Surat Al-falaq in daily life 	<ul style="list-style-type: none"> • Let learners mention the importance of Surat Al-falaq through brainstorming. • Let the learners practice saying Surat-Al-falaq through recitation. 	

Guidance on Assessment

- Observe and assess as the learner recites Surat Al-falaq.
- Assess as the learner gives the meaning of Surat Al-falaq.
- Assess as the learner gives the importance of Surat Al-falaq..

Theme2: Hadith (Traditions of the Prophet (PBUH) (6 periods)

• Overview

In this topic you will share with the learners the moral and spiritual teaching related to respect for parents, facilitators and leaders. This is an opportunity to let learners freely share real life experience about respect and why it is important.

• Learning Outcome

The learner appreciates and applies the moral and spiritual teaching of the Prophet (PBUH) in real life situations.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Moral and spiritual / teaching</p> <ul style="list-style-type: none"> • Ways of respecting parents • Importance of showing respect to parents 	<ul style="list-style-type: none"> • Guide learners to identify people who should be respected through think -pair -share. • Let learners identify different ways of respecting parents through guided discussion. • Discuss the importance of respecting parents through think-pair-share. • Guide learners to role play respect for parents. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna, • Learner's textbooks
<p>Moral and Spiritual / teaching</p> <ul style="list-style-type: none"> • Hadith concerning respect • Ways of respecting facilitators • Importance of respecting facilitators 	<ul style="list-style-type: none"> • Guide learners to identify the different ways of respecting facilitators through brainstorming. • Share with the learners the importance of respecting facilitators through guided discussion. • Let the learners recite the hadith concerning respect. 	
<p>Moral and Spiritual / teaching</p> <p>Hadith concerning respect for leaders</p>	<ul style="list-style-type: none"> • Guide learners to identify different ways of showing respect to leaders and elders. 	

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| | <ul style="list-style-type: none"> • Share with the learners the importance of the hadith concerning respect. • Let the learners recite the Hadith in groups. • Guide learners to role play respect for others. | |
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Guidance on Assessment:

- Assess as the learner names important people in society.
- Assess as the learner identifies the people who should be respected in society.
- Observe and assess as the learner shows respect to different people.

Theme3: Tawhiid (Faith) (4 periods)

• Overview

Angels are spiritual beings of Allah who have different functions. In this topic, you will guide the learners to learn about Angels, names of angels and their importance. You may use storytelling to enable the learners internalise the message.

Learning Outcome

The learner understands and appreciates the different angels and their functions.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Angels • What Angels are: <ul style="list-style-type: none"> - These are spiritual beings who carry functions of Allah • Names of Angels: <ul style="list-style-type: none"> • Jibril, Miqael, Mukarabin, Atiidu, Rakhib, Israel, etc. • Functions of the Angels: <ul style="list-style-type: none"> - <i>Jibril: carried messages from Allah to Prophets.</i> - <i>Mukarabin: stays nearest to Allah</i> - <i>Atiidu: records good deeds</i> - <i>Rakhib: records wrong deeds</i> 	<ul style="list-style-type: none"> • Guide learners to name the different Angels. • Discuss with the learners the different functions of the Angels. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna, • Learner's textbooks
<ul style="list-style-type: none"> • Angels Importance of Angels: <ul style="list-style-type: none"> - Messages of Allah reach us. - They draw us nearer to Allah - They remind us of doing good deeds. - They give us guidance 	<ul style="list-style-type: none"> • Guide learners to give the importance of Angels in Islam through brainstorming. • Let learners say a prayer thanking Allah for creating the Angels. 	

Guidance on assessment

- Assess as the learner names the different Angels.
- Assess as the learner names/ signs names of Angels.
- Observe and assess as the learner gives the importance of Angels in Islam.

Theme4: Fiqh (practice) (4 periods)

• Overview

Salat is the obligatory Muslim prayers performed five set times each day. It is the second Pillar of Islam. This topic introduces prayer and types of obligatory prayers. Knowledge of this topic will help learners appreciate and always participate in prayer.

• Learning Outcome

The learner understands, appreciates and applies prayer in the daily life.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Prayers (Salat)</p> <ul style="list-style-type: none"> • What Salat is in Islam <ul style="list-style-type: none"> - Is one of the pillars of Islam - It is a form of worship - It is a way of communicating with Allah. • Types of obligatory prayers <ul style="list-style-type: none"> - <i>Al-Fajir (subuhi)</i> - <i>Al-Dhuhur, Al-Assr, Al-manghrib, al-Ishai</i> • Times for obligatory prayers <ul style="list-style-type: none"> - <i>Al-Fajir (Early morning before sunrise (at dawn)</i> - <i>Al-Dhuhur (immediately after midday)</i> - <i>Al-Assr (between Dhurhur and Manghrib)</i> 	<ul style="list-style-type: none"> • Guide learners to mention the different types of obligatory prayers through guided discussion. • Let the learners tell the times for obligatory prayers through brainstorming. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

<ul style="list-style-type: none"> - <i>Al-Manghrib (immediately after sun set)</i> - <i>Al-Ishai (between Manghrib and Al-fajir)</i> 		
<p>Prayers (Salat) Adhan (call for prayers)</p> <ul style="list-style-type: none"> - <i>Allahu Akbar, Allahu Akbar x2</i> - <i>Haya alal sahad x2</i> - <i>Haya alal falah x2</i> - <i>Allahu Akbar Alahu Akbar</i> - <i>Laah ilaha, ilaa laah</i> - <i>Allah is great x2</i> - <i>I testify that no one to be worshipped except Allah x2</i> - <i>I testify that Muhammad is His Prophet/Messenger x2</i> - <i>Come for prayers x2</i> - <i>Come for Salvation x2</i> - <i>Allah is great x2</i> - <i>No one to be worshipped but Allah</i> 	<ul style="list-style-type: none"> • Guide learners to practice call for prayers. • Observe and assess as the learners perform daily prayers. • Let the learners practice routine obligatory prayers individually. • Emphasise the need to perform daily prayers and the need for Adhan. 	

Guidance on assessment

- Assess as the learner mentions the different types of obligatory prayers.
- Assess as the learner tells the times for obligatory prayers.
- Observe and assess as the learners perform daily prayers.

Theme5: History of Islam (4 periods)

• Overview

Prophet Muhammad (PBUH) was visited by the arch angel Jibrīl, who revealed to him the beginnings of what later become the Quran. In this topic you will guide learners to learn about the revelation of Prophet Muhammad (PBUH), his reaction and the content of the first five verses of Surat Alaq.

• Learning Outcome

The learner understands, appreciates and lives by the revelation of Prophet Muhammad (PBUH) diversity.

Content	Suggested Teaching/Learning Competences	Instructional Resources
<p>Revelation to Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> • Revelation received by Prophet Muhammad (PBUH) <ul style="list-style-type: none"> - Received the message of Islam in a book called Qur'an. - The place for the revelation (in a cave at Mountain Hira) • The Angel that brought the revelation <ul style="list-style-type: none"> - Angel Jibril • Reactions of Prophet Muhammad (PBUH) 	<ul style="list-style-type: none"> • Share with the learners the revelation received by Prophet Muhammad (PBUH) through story telling. • Let the learners name the Prophet who received the revelation. • Let the learners name the Angel that brought the revelation. • Share with the learners the reactions of Prophet Muhammad (PBUH) to Jibril through story telling. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna, • Learner's textbooks

<ul style="list-style-type: none"> - <i>First, He was afraid</i> - <i>gained courage and received the revelation</i> - <i>He became brave and took the message to Hadijah</i> 		
<ul style="list-style-type: none"> • The content of the first five verses of Surat Alaq. <ul style="list-style-type: none"> - Read in the name of Allah who created. - Created man from a clot - Read and your Lord is the most generous - Who has taught by the pen - Taught man what he did not know. 	<ul style="list-style-type: none"> • Give the background of the Surah and why the Prophet encourages us to recite it daily. • Guide the learners to read the contents of the first five verses of the Surah. • Let learners say a prayer thanking Allah for the revelation. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

Guidance on Assessment

- Observe and assess as the learner recites Surat Alaq.
- Assess as the learner gives the background of the Surah and why the Prophet encouraged Muslims to read it daily.
- Assess as the learner reads the contents of the first five verses of the Surah.

Level One: Session Three

Theme 1: Reading from The Qur'an (6 periods)

- **Overview**

In this topic you will discuss the contents of Surat Al-Iklas, its meaning and importance.

- **Learning Outcome**

The learner understands, appreciates and applies the teaching of surat Al-Iklas with all its values in day to day living.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Surat Al-Iklas (112) Surat Al-Iklas (112) - Qul Huwal-lahi Ahad, Allahus – samad, lam yalid, wa lam yoolad, walam yakul-laho kufuwan ahad. • Meaning of Surat al-Iklas - <i>He is Allah, the only one, the self-sufficient, He neither eats nor drinks, He begets not, nor was He begotten and there is non-equal or comparable to Him.</i> 	<ul style="list-style-type: none"> • Give background information about Surat Al-Iklas before engaging learners in reading and reciting it. • Guide learners to say Surat Al-Iklas in groups. • Share with the learners the meaning of Surat Al-Iklas through guided discussion. • Let the learners practice saying Surat- Al- Iklas as individuals. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

<ul style="list-style-type: none"> • Surat Al- Iklas • Recitation of Surat Al-Iklas 	<ul style="list-style-type: none"> • Let the learners recite Surat Al-Iklas 	
<ul style="list-style-type: none"> • Surat Al- Iklas • Importance of Surat Al-Iklas - makes one believe in only Allah - one is not afraid of anything apart from Allah - it builds confidence in an individual • Using Surat Al-Iklas in prayers 	<ul style="list-style-type: none"> • Share with the learners the importance of Surat Al-Iklas through guided discussion. • Encourage learners to use Surat Al-Iklas in daily prayer • Let learners recite Surat Al-Iklas 	

Guidance on Assessment

- Observe and assess as the learner recites Al-Iklas.
- Assess as the learner gives the background of the Surah and why the Prophet encouraged Muslims to read it daily.
- Assess as the learner gives the meaning of the 5 first verses of the Surah.
- Assess as the learner gives the importance of Surat Al-Iklas.

Theme 2: (Traditions of the Prophet (PBUH) (4 periods)

• Overview

In this topic you will share with the learners the moral and spiritual teaching related to good practices in society. This is an opportunity to let learners to freely share real life experiences about people who are considered to be morally upright and can be looked at as role models.

• Learning Outcome

The learner appreciates and applies the moral and spiritual teaching of Prophet Muhammad (PBUH) and lives by its message.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Moral and Spiritual teaching</p> <ul style="list-style-type: none"> • Good practices in the society: • Sharing – politeness – truthfulness – kindness – honesty, etc. • Examples of people who are considered morally upright <ul style="list-style-type: none"> - Facilitators, parents - Religious leaders - Community leaders • Hadith concerning sharing 	<ul style="list-style-type: none"> • Guide learners to mention the good practices in the society. • Let learners give examples of people who are considered morally upright through brainstorming. • Let the learners role play some of the good practices i.e., sharing, honesty, and kindness. • Share with the learners the Hadith concerning sharing, truthfulness and kindness. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna, • Learner's textbooks

<ul style="list-style-type: none">• Hadith concerning truthfulness, kindness and sharing	<ul style="list-style-type: none">• Encourage learners appreciate the need to show kindness and sharing.• In groups let learners practice showing kindness and sharing with others.	
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Guidance on Assessment

- Assess as the learner role plays some of the good practices i.e. sharing.
- Assess as the learner shares with others the meaning of the Hadith concerning sharing, truthfulness and kindness.
- Assess as the learner practices acts of kindness and sharing with others.

Theme 3: Tawhiid (Faith) (6 periods)

• Overview

The four books revealed and mentioned by name in the Quran are the Tawrat, the Zabur, the Injil and the Quran. In this topic share with the learners the four books in order of revelation and the uniqueness of the Qur'an.

• Learning Outcome

The learner appreciates and values the message in the four books of Islam to human life.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<ul style="list-style-type: none"> • Four Books of Islam <ul style="list-style-type: none"> - Tawrat (Musa) - Zabur (Dawud) - Injil (Isa) - Qur'an (Muhammad (PBUH)) • Order of revelation of the four books: <ul style="list-style-type: none"> - 1st Revelation: Tawrat - 2nd Revelation: Zabur - 3rd Revelation: Injil - 4th Revelation: Qur'an 	<ul style="list-style-type: none"> • Let the learners name the four books through brainstorming. • Guide learners to identify the order of revelation of the four books in groups. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks
<ul style="list-style-type: none"> • Uniqueness of the Qur'an <ul style="list-style-type: none"> - contains words of Allah 	<ul style="list-style-type: none"> • Let the learners name the Prophet to whom the different books were given. 	

<ul style="list-style-type: none"> - revealed in its original text - words cannot be changed 	<ul style="list-style-type: none"> • Guide learners to explain the uniqueness of the Qur'an. 	
<ul style="list-style-type: none"> • Caring for the Qur'an <ul style="list-style-type: none"> - should be handled when one has wudhu - no other books should be placed on top - Importance of the four books 	<ul style="list-style-type: none"> • Guide learners to identify ways of caring for the Qur'an through brainstorming. • Let the learners say a prayer thanking Allah for the Qur'an as a group and individually. • Let the learners demonstrate how to care for the Quran. 	

Guidance on Assessment

- Assess as the learner names the Prophet to whom the different books were given.
- Assess as the learner explains the uniqueness of the Qur'an.
- Assess as the learner identifies ways of caring for the Qur'an.

Theme 4: Fiqh (Practice) (4 periods)

• Overview

Salat is the obligatory Muslim prayers performed at five set times each day. It is the second Pillar of Islam. In this topic you will share with the learners the stages of performing salat, its importance and the nullifiers of salat.

• Learning Outcome

The learner understands, appreciates and follows the right stages of performing Salat in daily life.

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Prayer (Salat)</p> <ul style="list-style-type: none"> Stages of performing Salat. <ul style="list-style-type: none"> - 1st Stage: Standing position - 2nd Stage: Ruku (Bowing position) - 3rd Stage: Sijadah (Bowing while fore head touching the ground) - 4th Stage: Kneeling position while sitting on the two legs. 	<ul style="list-style-type: none"> Guide learners on the meaning of salat in Islam. Guide learners to give the different obligatory prayers. Let the learners name the times for obligatory prayers. Let the learners practice call for prayer. 	<ul style="list-style-type: none"> Qur'an Hadith books Yasarna, Learner's textbooks
<ul style="list-style-type: none"> Importance of performing salat <ul style="list-style-type: none"> - One comes nearer to Allah - One's sin is forgiven 	<ul style="list-style-type: none"> Through guided discussion share with the learners the importance of prayer. 	

<ul style="list-style-type: none"> - Build good relationship between individuals - One forgets about problems • Nullifiers of salat - These are things that spoil salat • Examples of nullifiers of Salat: - Failure to take Wudhu - Passing out unwanted gas - Failure to observe the correct order of prayers 	<ul style="list-style-type: none"> • Let the learners perform salat (prayer) as a group and as individuals. • Guide learners to identify examples of nullifiers of salat through think-pair-share. 	
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Guidance on Assessment

- Assess as the learner gives the meaning of salat in Islam.
- Assess as the learner gives the different obligatory prayers.
- Assess as the learner names the times for obligatory prayers.
- Assess as the learner practices call for prayer.

Theme 5: History of Islam (4 periods)

• Overview

In this topic you will share with the learners Prophet Muhammad's reaction at the time of the revelation and the reaction of Khadija after the revelation. You may use storytelling to help the learners internalise the content better.

• Learning Outcome

The learner understands and appreciates the message of the revelation of Prophet Muhammad (PBUH).

Content	Suggested Teaching/Learning Activities	Instructional Resources
<p>Revelation to Prophet Muhammad (PBUH)</p> <ul style="list-style-type: none"> • The content of the 1st Revelation <ul style="list-style-type: none"> - Read in the name of Allah who created. - Created man from a clot - Read and your Lord is the most generous - Who has taught by the pen - Taught man which he did not know. • Muhammad's age at the time of revelation 	<ul style="list-style-type: none"> • Share with the learners the content of the first revelation through story telling. • Let the learners give the age of prophet Muhammad (PBUH) at the time of the first revelation. • Through brainstorming share with the learners Prophet Muhammad's (PBUH) behaviour during revelations. 	<ul style="list-style-type: none"> • Qur'an • Hadith books • Yasarna • Learner's textbooks

<ul style="list-style-type: none"> - He was 40 years old • Muhammad’s behaviour at the time of revelation. - He was afraid because he could not read and write 		
<ul style="list-style-type: none"> • Reactions of Khadija after revelation. <p>She welcomed the revelation and immediately converted to Islam.</p>	<ul style="list-style-type: none"> • Through storytelling. • Share with the learners Khadija’s reaction after revelation Let the learners say a prayer thanking Allah for the revelation of Prophet Muhammad. 	

Guidance on Assessment

- Assess as the learner narrates the content of the first revelation.
- Assess as the learners gives the age of Prophet Muhammad (PBUH) at the time of the first revelation.
- Observe and assess as the learner shares with others Prophet Muhammad’s (PBUH) behaviour during revelations.

Sample Scheme of Work for IRE

Wk	PD	Theme	Sub-theme	Content	Learning area competences	Language competences	Instructional strategies	Life skills/indicators and values	Activities	Instructional Resources	Ref	Rem
1	1	Reading from the Qur'an	Surat Al-Fatiha chapter 1	concept of salaam meaning of salaam Asalaam alaykum-peace be with you Rahma-mercy Barak-blessing surah Q36:58	The learner; -explains the meaning of salaam. -practices saying salaam recites hadith related to Salaam	pronounces and uses the words related to salaam correctly	Demonstration Recitation Guided discussion	<u>Effective Communication</u> -confidence - articulation audibility <u>friendship formation</u> - using polite language <u>Values</u> -respecting - - appreciation	- Mentioning the different greetings Shaking hands with each other -Responding to the greeting -Reading "salaam" from the chart -Reading Hadith greeting each other using salaam -Sharing lessons learnt	CD, DVD With salam recorded on them Prayer Books	Holy Quran Hadith Books Prayer Books	

Sample Lesson Plan for IRE

Date	Learning Area	Level	Session	Time	No. of Learners
1/02/2019	IRE	One	One	2.00-2.40 pm	100

Theme: Reading from the Qur'an

Sub-theme: Surat Al-Fatiha Qur'an Chapter 1

Learning Area competences: The learner;

- explains the meaning of salaam.
- reads/braille salaam.
- practices saying salaam.

Language competences: The learner

- pronounces and uses the words related to salaam correctly (Baraka, rahma Allah, Qur'an, salaam)

Instructional Strategies:

- Demonstration
- Recitation
- Guided discussion

Life skills: Effective Communication: confidence, articulation, audibility

Friendship formation: using polite language

Values: Respect, appreciation

Instructional materials: A chart showing salaam

Reference: Holy Quran, Hadith books, Prayer books.

Teaching Procedure

Steps	Time	Facilitator's activities	Learner's activities
1	05 min	<p><u>Our experience</u></p> <ul style="list-style-type: none"> Asks learners to mention the different greetings in their community Asks learners to shake hands with each other 	<ul style="list-style-type: none"> Mentions the different greetings in their community Shakes hands with each other.
2	25 min	<p><u>God's message</u></p> <ul style="list-style-type: none"> Introduces the Islamic greeting "salaam" by greeting some of the learners Explains the concept of "salaam" "that Salaam is a greeting from Allah" Reads salaam from the chart Guides learners to recite hadith related to salaam 	<ul style="list-style-type: none"> Responds to the greeting by shaking the facilitators hand with confidence Listens and reads/braille "salaam" from the chart after the facilitator correctly Gives the meaning of salaam Recites Hadith related to salaam loudly
3	10 min	<p><u>Our Response</u></p> <ul style="list-style-type: none"> Asks learners to practice greeting using salaam Guides learners to share lessons learnt. 	<ul style="list-style-type: none"> Moves around the class greeting each other using salaam with confidence Individually shares lessons learnt with the rest of the class

Steps	Time	Facilitator's activities	Learner's activities
		<ul style="list-style-type: none"> Guides learners to say a prayer thanking Allah for teaching them how to greet 	<ul style="list-style-type: none"> Says a prayer thanking Allah

Self-Evaluation

Strengths:

Areas of improvement

Way forward:

Teaching Physical Education

Introduction

Uganda ratified the UN Sustainable Development Goals of which Goal 4 is to, “. . . ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” with the specific targets to ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy (target 4.6), and to eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations (target 4.5). NGO's and other education partners have come up with the alternative/accelerated curriculum for refugees, nomads and dropouts in some regions, to address the needs of the people in various regions. The Ministry of Education and Sports tasked National Curriculum Development Centre to come up with a national curriculum for special interest groups (nomads, the fishing communities, refugees and dropouts).

Consideration for Special Learning Needs

The suggested activities in this syllabus are not the only ones available. You are encouraged to be resourceful and creative while teaching PE. You should modify and vary the teaching methods and activities to suit the learner with special learning needs. This may require you to modify the content, give appropriate activity options, and organise the learning environment to suit specific individual learner's needs. In this case, the teaching can also be individualised and personalised to meet the needs of individual learner with special needs. You may seek guidance from the Special Needs Education department in your district on how to handle such a learner during the performance of physical education activities.

Purpose

Physical Education (PE) is an important learning area in the curriculum, which should be provided to every learner. The subject enables the learner to explore his/her own potential for movement (psychomotor), and develop understanding

of movement (cognitive) social interactive qualities (socio-affective) and organic fitness and appropriate health habits (physical fitness). Physical Education is a practical learning area that will equip the individual learner with basic skills and knowledge for self-sustenance and national development. It is one of the subjects which can help special interest groups acquire skills to enable them live healthy lives. When the learner is taken through the content of PE, he/she will be able to live productively, deal with the issues of financial literacy, spend his/her leisure time properly, and show great hospitality.

General Methodology

The choice of method(s) to use in teaching Physical Education depends on the level of the learner (age, ability and experience), the amount of content to be taught, available resources, the learners' aspirations, as well as your ability, personality and level of interest. The general approaches used in teaching PE are direct (formal/teacher-centred) and indirect (informal/ learner- centred).

In direct approach, the facilitator is at the centre of the teaching and learning process. He/she does most of the activities as the learner observes. The learner is a passive participant. This approach is less effective because it does not give the learner the opportunity to explore the content being learnt, thus hindering his/her creativity.

The indirect approach considers the learner as the centre of the learning process. The learner is actively involved in his/her learning. This approach allows the learner the freedom and opportunity to choose, exploit and develop imaginative and creative abilities. The approach enables the learner to work according to his/her own physical and mental abilities. He/she gains self-confidence and can therefore excel and reach high standards in performing particular skills. Your role in this approach is to encourage, motivate each learner to acquire and develop the required skills. You are therefore advised to use this method as frequently as possible. The following methods are commonly used in physical education:

- Demonstration
- Explanation
- Guided discovery/exploratory

- Participatory
- Collaborative

Demonstration

Show the learners how the whole activity (skill) is carried out by performing the activity step-by-step. Demonstration introduces, motivates and encourages learners to try out the activity (skill). You may choose to use one or a group of learners to demonstrate to others in class. During demonstration, allow individual learner or group of learners to demonstrate to others.

It is important that you:

- ensure that demonstrations are purposeful and appropriate.
- ensure that each learner is able to see the person demonstrating.
- give correct demonstration.
- give adequate practice to allow the learner acquire, develop and apply the skills.
- present the activities in progression while guiding the learner from the simple to the complex.

Explanation

In this method, tell the learners how an activity is carried out. When using this method, you should ensure that:

- you are audible to the learner.
- each learner is attentive and can see you clearly.
- you have adequate knowledge of the activity to be explained.
- you are well-prepared and organised.
- explanations are brief and understandable (consider language level of the learners).

Discovery/exploratory

In this method, your present tasks to the learner and allow him/her to perform a given task. You should provide meaningful tasks that will enable the learner to express himself/herself creatively. Learning by use of this method may require minimal guidance from the facilitator.

Participatory

This method allows the learner to try out an activity. You should give adequate time for him/her to participate fully. The learner participates well and effectively when he/she is in small groups. Therefore, you should place him/her in the group that matches his/her ability, weight, age, sex, height, or any other factors.

For effective participation, it is important for you to:

- emphasise the competencies to be attained by the learner during the lesson.
- vary the activities in each lesson in order to maintain the learner's interest.
- consider individual differences and treat each learner as an individual.
- deal with faults in an encouraging manner.
- provide opportunities for remedial teaching for the slow learner.

Collaborative

Collaborative is the process of getting two or more individuals of relatively equal standing, to work together to reach a common goal or outcome. Collaborative teaching and learning approach work best when members of the group rely on one another's contributions, and are all equally invested in the group objective. Collaborative approach allows facilitators to add more variety into their instruction in order to benefit the learner. When facilitators adopt collaborative activities in their pedagogy, it gives their learners the opportunity to gain:

- critical thinking skills, through listening to and brainstorming new ideas of how to understand a concept, create a product or solve a problem.
- Higher-level thinking and communication skills.
- independent learning strategies (i.e., learning to learn for lifelong education).
- teamwork skills for success in and outside the classroom.
- clarification of ideas and understanding of the topic through discussion.
- a deeper perspective and ability to find better solutions.

Note

It is important for you to note that no one particular method is sufficient for all the activities in any one lesson. You are therefore advised to use the methods in combinations so as to get the best out of each learner. The teaching styles will also vary from activity to activity and from lesson to lesson. Activities that are well-planned and well-conducted will enhance the development of the desired competencies, life skills, and values in the learner. Therefore, select appropriate activities and provide a conducive learning environment. You are encouraged to use some traditional games (in your community) as lead activities in your PE lessons. Where circumstances are not favourable for an outdoor lesson, plan for an indoor activity/game such as draughts, scrabble, mweso, among others.

Procedure for Teaching Physical Education**Preparation**

- Change into PE attire. While some learners may not have PE attire, it is mandatory for the facilitator to wear proper PE attire before conducting any PE lesson.
- Carry out an inspection to ensure the safety and security of the learners, equipment and facilities.
- Give instructions about dressing, play materials, leaders and play space.
- Instruct the learners to move to the area of play in a single/double file or other convenient formation.

Warm-up Activities

- Ensure that the learner gets adequate general and specific warm-up before the real learning experiences.
- Activities for warm-up should be directly related to the learning experiences planned for the lesson.

An effective warm-up should:

- increase body temperature, heart rate and blood flow.
- increase elasticity or muscular tissue.

- increase mental alertness.
- pay special attention to particular muscle groups, where necessary.

Skill Teaching

- Select and use appropriate teaching points to guide the learner in performing the skill.
- Demonstrate the skill to be performed correctly, step-by-step.
- Give brief and clear instructions at every step of the learning experience.
- Ensure safe and smooth transition from one activity to another.

Skill Practice

Ensure:

- adequate space for practice.
- adequate and appropriate facilities and equipment.
- adequate practice time.
- safe use of equipment.
- correct standing position for self and the learner.
- correct timing for activities.
- relevant and interesting formations.
- that drills selected lead up to the expected competencies.

Game Situation

- Encourage equitable sharing of equipment and facilities.
- Ensure that team selection is done fairly in terms of ability, experience, age and gender, to avoid one-sided results.
- Ensure that the learned skills are put into practice.
- Ensure that winning does not over-shadow participation.
- Carry out individual or group assessment of the learners.

Cool Down Activities

- Select proper activities for cooling down.
- Provide feedback to and get feedback from the learner.

- Collect and return equipment.
- Move to class in an orderly manner.

Lesson Assessment Remarks

Comments about the lesson covered:

- Areas of strength
- Areas to improve
- Way forward

Guidance on Assessment

What to assess in Physical Education

Assess competencies, life skills and values as reflected in the curriculum.

Note: Always take into consideration the learner with Special Needs by being more positive, and modify his/her activities and equipment to suit his/her needs.

How to assess Physical Education

The assessment is conducted during the teaching and learning process. In assessing the learner, there is need to:

- observe the teaching points for each particular skill being developed in a topic.
- observe all the various competencies in safety measures, use of instructional materials, response to instructions, skill demonstration, skill practice and application of skills.
- assess the outlined topics with a focus on respective skills.
- observe, award, record marks and share with the learner his/her performance.
- compile and keep cumulative progress record for each learner, per term.

Level I**Session One: Physical Education****Duration: 24 Periods**

Fitness Programme	Physical fitness (5 periods)	Fitness components	Periods
Aerobics		• Muscular strength	1
		• Muscular endurance	1
		• Flexibility	1
Gymnastics	Space awareness	• Locomotor skills	1
		• Non-locomotor skills	1
		• Manipulative skills (use of muscles)	1
	Balance	• Balancing without apparatus	1
		• Balancing with apparatus	1
	Vaults	• Stride vault/leap frog	1
		• Through vault using partners	1
		• Using available materials	1
Traditional games	Games in own area	• Tag-of-war	1
		• Games from own area	2
		• Games from other areas	2
		• Dances aimed at developing skills & techniques of jumping, running, climbing,	1

		dancing, throwing & movement styles	
	Wrestling	<ul style="list-style-type: none"> Folk wrestling 	1
		<ul style="list-style-type: none"> Joint locks & pins 	1
Athletics	Background information on Athletics	<ul style="list-style-type: none"> Definition 	} 2
		<ul style="list-style-type: none"> Common activities in athletics 	
		<ul style="list-style-type: none"> How results are determined 	
		<ul style="list-style-type: none"> How jumps & throws are won 	
	Safety & prevention	<ul style="list-style-type: none"> Safety rules 	1
		<ul style="list-style-type: none"> Progressive warm-up 	
		<ul style="list-style-type: none"> Proper equipment usage 	
		<ul style="list-style-type: none"> Adherence to weather conditions 	
		<ul style="list-style-type: none"> Giving ACR and RICE Application 	2

Session Two: Athletics**Duration: 24 Periods**

Athletics	Sprints	Different distances(Sprints) <ul style="list-style-type: none"> • 50 m – 100 m • 100 m – 200 m • 400 m • 4x100 m • 4x400 m Baton exchange	14
	Races (14 Periods)		
Batting and fielding games	Cricket (10 Periods) Or	• Batting	2
		• Bowling	2
		• Pitching	2
		• Catching	2
		• Fielding	2
Swimming	Swimming (3 Periods)	• Introduction to swimming	1
		• Safety & hygiene in water	1
		• water orientation	1
		• Water confidence	2
	Freestyle (2 periods)	<ul style="list-style-type: none"> • Skills: freestyle (front row) • Developing freestyle stroke 	2
	Breast stroke (2 periods)	<ul style="list-style-type: none"> • Developing breast stroke 	2

Session Three (24 periods)

Themes	Topics	Content	No. of Periods
Ball games	Football	a) Dribbling	1
		b) Shooting	1
		c) Heading	1
		d) Dodging	
		a) Passes:	
		– overhead	1
		– shoulder pass	1
		– chest pass	1
		– bounce pass	1
		– underarm	1
		b) Getting free	1
		c) Dodging, faking and feinting	1
		d) Footwork	1
Ball games	Volleyball	a) Volleying	1
		b) Receiving	1
		c) Serving	1
		d) Positioning	1
		e) Mini-volley ball competitions	1
	Handball	a) Throwing and catching	1
		b) Passing	1
		c) Dribbling	1
		d) Bouncing	1
		e) Blocking, faking, feinting and dodging	1
Basketball	f) Mini-games		
	a) Defending and attacking	1	
	b) Dribbling	1	
	c) Blocking, faking, feinting and dodging	1	
	d) Passing		
	e) Shooting		

Session One

In Level I, we are looking at fitness/aerobics, gymnastics, traditional games athletics and ball games. These topics are spiral in nature, implying they are taught in all the three levels. They differ on the type of skills handled at that particular time.

Topic 1: Fitness Programme/Aerobics

Overview

Teaching should aim at cardiovascular strength and endurance activities, which involves jumping, lunging, squat jumps, mountain climbing.

Learning Outcome

The learner should be able to apply skills in cardiovascular strength and endurance in management of his/her body.

Content	Strategies/Suggested Learning activities	Resources
<ul style="list-style-type: none"> Cardiovascular strength Cardiovascular endurance 	<ul style="list-style-type: none"> Explain and demonstrate cardiovascular activities related to strength and endurance. Let the learner individually perform cardiovascular activities related to strength and endurance, 2s and 5s (jump lunges, squat jumps, mountain climber). Guide the learner to use these words; strength and endurance in sentences during and after the activity. 	<ul style="list-style-type: none"> Ropes Boxes or wooden blocks Corner flags Ash/sand/soil and, or lime

Assessment Guidelines

The learner:

- performs 5 jump lunges correctly.
- performs 5 skater squats.
- individually skips 10 times using a rope.

Topic 2: Educational Gymnastics

Overview

Educational gymnastics enables the learner at this level to develop skilful control of the body through a wide variety of whole body movements, which challenges his/her ability. These include running, walking, hoping, touching, dodging, chasing, jumping, throwing and catching.

Learning Outcome

The learner should be able to apply body awareness and management skills, display confidence, creativity, responsibility and decision making in relation to movement and gymnastic activities.

Content	Strategies/Suggested Learning activities	Resources
Changing personal space following instructions: <ul style="list-style-type: none"> • Locomotor skills • Non-locomotor skills • Manipulative skills (use of fine muscles) 	<ul style="list-style-type: none"> • Explain and demonstrate skills of locating personal space, following signals, instructions and to move in a given direction: <ul style="list-style-type: none"> - Running, walking, hoping. - Touch all the spaces around you (in front, behind and above). - Following your pathway map (dodging, chasing, jumping). - Travel the straight path. • Let the learner practise locating personal space, following signals, instructions and to move in a given direction in 3s and 5s. 	<ul style="list-style-type: none"> • Ash/sand/s oil and or lime • Sticks • Corner flags • Ropes • Balls • Strings

	<ul style="list-style-type: none">• Demonstrate travelling with body parts at different levels e.g. elbows high, hips low, hands low.• Let the learner practise travelling with body parts at different levels:<ul style="list-style-type: none">- Elbows high, hips low, hands low.- Twisting: bending, stretching, widening and narrowing the body.- Throwing, catching and gripping.• Guide the learner to use words: <i>twisting, bending, dodging, stretching, travel, gripping, widen, and narrow</i> during and after the activity.	
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Assessment Guidelines**The learner:**

- correctly walks, runs, and hops in the designated path.
- twists in different directions: bending, stretching, widening correctly.

Topic 3: Traditional Games

Overview

Traditional games are played for purposes of recreation, teaching of ethical values and work. These games are performed using simple rules and equipment. These games include those from within and from other areas. The aim is to develop the following skills: throwing, running, chasing, pulling, walking, dancing, aiming, pinning, clink fighting, take down, taking records/scoring.

Learning Outcomes

The learner should be able to;

- acquire and demonstrate knowledge and skills of a range of Ugandan traditional games.
- portray multi-ethnic and cross-cultural living.
- promote the games for the purpose of cultural heritage.

Content	Strategies/Suggested Learning Activities	Resources
<ul style="list-style-type: none"> • Games within our location • Games from other areas • Dances aimed at developing skills and techniques of: <ul style="list-style-type: none"> - jumping, - running, - climbing - dancing, - throwing 	<ul style="list-style-type: none"> • Explain and demonstrate traditional games from within and other areas. • The games should aim at developing the following skills: throwing, running, chasing, pulling, walking, dancing, aiming, pinning, clink fighting, take down, taking records (scoring). • Let the learner practise the traditional games from within and other areas. 	<ul style="list-style-type: none"> • Ropes • Sticks • Poles • Drums

<ul style="list-style-type: none"> - movement styles 	<ul style="list-style-type: none"> • Aim at developing the following skills: throwing, running, chasing, pulling, walking, dancing, aiming, pinning, clink fighting, take down, taking records (scoring) in groups 5s, 8s and 12s. • Guide the learner how to use these words: throwing, running, chasing, pulling, walking, dancing, aiming, pinning, clink fighting, take down and taking records during and after the activity. 	
<ul style="list-style-type: none"> • Wrestling 	<ul style="list-style-type: none"> • Explain and demonstration the game of wrestling to the learner: rules of the game, how the scoring is done (throwing down and pinning the opponent down). • In groups of 3s, 5s, and 7s, let the learner practise the game of wrestling while observing the rules. 	<ul style="list-style-type: none"> • Whistle • Flags • Drum

Assessment Guidelines

The learner

- performs activities in 3 traditional games from within and other areas
- takes a lead in 3 traditional games from within and other areas
- observes the rules of the game
- explains how scoring is done in wrestling
- wins in the game of wrestling 2 times

Session Two

Topic 4: Athletics

Overview

This is an activity involving natural running, jumping and throwing. These activities are performed using light junior and improvised implements and facilities.

Learning Outcome

The learner should be able to use basic skills and techniques across a variety of athletic events (including officiating) and to apply them in competitions and leisure situations with safety awareness for self and others.

Content	Strategies/Suggested Activities	Learning	Resources
Athletics <ul style="list-style-type: none"> • Athletics is the combination of track and field events. • Organisation of athletics events • Officiating of track and field events 	<ul style="list-style-type: none"> • Explain, discuss and guide the learner to: <ul style="list-style-type: none"> - classify athletic events. - list track and field events. - identify materials used in track and field events. - improve materials used in track and field events. - make simple modified track and fields of play. - name some of the officiating officials. 		<ul style="list-style-type: none"> • Sticks/reeds • Pangs • Hoes • Pieces of wood • Sisal strings • Crossbars • Up-rights • Nails • Rubber strips
Safety precaution and first aid	<ul style="list-style-type: none"> • Explain, discuss and demonstrate how to administer first aid for athletic-related injuries: fainting, 		<ul style="list-style-type: none"> • Bandages • Triangular arm slings

<ul style="list-style-type: none"> • Safety guidelines for prevention and care for sports/athletic-related injuries • Warm-ups • Proper equipment usage • Attire usage • Adherence to weather conditions • Artificial cardiovascular resuscitation (ACR) 	<p>fractures, contusion, heat stroke, oxygen-debt convulsions, blisters, sprains, strains, choking, drowning person.</p> <ul style="list-style-type: none"> • In 2s, 5s and 8s, let the learner demonstrate how to give first aid for fainting, fractures, contusion, heat stroke, oxygen-debt convulsions, blisters, sprains, strains, choking, drowning person. • Explain and demonstrate the three phases of a warm-up and progressive cool down. • In 10s and 15s, let the learner practise the three phases of a warm up progressive cool down. • Guide the learner how to use the following words: <i>fainting, fractures, concussion, heat stroke, oxygen-debt convulsions, blisters, sprains, strains, choking, drowning person, warm-up, ACR and RICE</i> during and after the activity. 	<ul style="list-style-type: none"> • Cotton wool • Gels • Water • Sticks • Pieces of cloth • Razor blades • Safety pins • Poles • First aid box (improvised)
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Assessment Guidelines

The learner:

- lists 3 track events correctly.
- lists 3 field events correctly.
- identifies materials used in track events.
- identifies materials used in the field events.
- names at least 5 of the officiating officers.
- explains how to prevent at least 3 related athletic injuries.

- explains the three phases of warm-up.

Topic 4: Athletics

Content	Strategies/Suggested Learning Activities	Resources
<p>Races</p> <ul style="list-style-type: none"> • On your mark <ul style="list-style-type: none"> - ensure that five points of the body touch the ground (the 2 hands, 2 legs and 1 knee) - Flat back - Facing the ground • Set <p>Ensure that four points touch the ground (2 hands and the 2 legs)</p> <ul style="list-style-type: none"> - Hips slightly above the chest - the hind leg stretched straight • Go <p>Ensure that two points of the body touch the ground (the 2 legs)</p> <ul style="list-style-type: none"> - Start moving forward facing the front direction • Torso finishing <ul style="list-style-type: none"> - Ensure that the upper part of the body between the neck and the waist 	<ul style="list-style-type: none"> • Explain and demonstrate to the learner how to: <ul style="list-style-type: none"> - responds to the commands “on your marks, set, go”. - finishes with the torso. - follows the rules of the game. • Individually or in 5s and 10s, guide the learner to practise responding to “on your marks, set, go” and finishing with the torso. • Demonstrate to the learner how to exchange baton visually and non-visually. • Guide the learner to practise the baton exchange visually and non-visually. 	<ul style="list-style-type: none"> • Whistle • Sticks • Flags • Drums

<p>crosses the finishing line first to determine the winner.</p> <ul style="list-style-type: none"> • Visual baton exchange <ul style="list-style-type: none"> - Usually used during 4x 100 m race - The baton is received without looking at the one giving it • Non-visual baton exchange <ul style="list-style-type: none"> - Usually used during 4x400 m race <p>The baton is received while seeing the one giving it</p>		
<p>Middle distance running (800 m, 1500 m)</p>	<p>Explain and guide the learner to:</p> <ul style="list-style-type: none"> • run a given distance while observing the rules of the game. • practise running the given varied distance while observing the rules of the game in groups of 5s and 9s. 	

Assessment Guidelines

The learner:

- sprints 400 m, 4x400 m correctly following the track rules.
- exchanges the baton 2 times correctly using visual and non-visual.
- runs races of 800 m, and long distance of 5,000 m.

Topic 5: Mini-Cricket

Overview

The experience in min-cricket is intended to introduce the learner to skills of aiming, throwing, batting, running, striking, catching, fielding and scoring.

Learning Outcome

The learner should be able to apply skills and tactics of playing cricket and upholds the rule structures in competitive and leisure situations.

Content	Strategies/Suggested Learning activities	Resources
Cricket related activities <ul style="list-style-type: none"> • Batting/s triking • Hitting • Bow ling • Catching • Fielding • Running 	<ul style="list-style-type: none"> • Explain, discuss and demonstrate the following skills in cricket to the learner: <ul style="list-style-type: none"> - Batting and fielding. - Bowling and running. - Running: throwing and catching the ball. - Stopping the ball with both hands. - Throwing/bowling exercises. • In groups of 2s, 5s, 10s, let the learner practise the above skills in cricket. • Playing mini-cricket competition. • Guide the learner to use the following words: <i>batting</i>, <i>hitting</i>, <i>bowling</i>, <i>catching</i>, <i>fielding</i> and <i>running</i> during and after the activity. 	<ul style="list-style-type: none"> • Improvised bats • Fibre balls • Tennis balls • Puff balls

Assessment Guidelines

The learner:

- bats the ball 5 times to a given target correctly.

- bowls/throws the ball 5 times to a given target correctly.
- catches the ball 5 times to thrown to him/her correctly.



Topic 6: Swimming

Overview

This topic provides the learner with water game skills, such as hygiene and safety, water confidence, floating and gliding, rules related to swimming.

Learning Outcome

The learner should be able to show and demonstrate water confidence, basic strokes and techniques of swimming; upholds and applies safety and basic rescue procedures when swimming for leisure or competition.

Content	Strategies/Suggested Learning Activities	Resources
<p>Swimming</p> <ul style="list-style-type: none"> • Pool/water orientation • Proper pool behaviour, hygiene and safety • Water confidence • Floating and gliding • Rules related to swimming 	<ul style="list-style-type: none"> • Explain, discuss and demonstrate the skills of swimming: <ul style="list-style-type: none"> - Walking around the pool. - Sits merging the body in water. - Holding the breath. - Taking bath using soap. - Holding the rail and opening eyes to see the bottom. - Playing games while in water. - Performing drills of kicking legs to propel forward. - Combining arms in water. • Let learners demonstrate and practise the skills related with swimming. • Put emphasis on, gliding, floating, and rules related to swimming. 	<ul style="list-style-type: none"> • Improvised bats • Fibre balls • Tennis balls • Puff balls • Swimming pool

	<ul style="list-style-type: none"> • Guide the learner to use the words: gliding and floating. 	
<p>Freestyle</p> <ul style="list-style-type: none"> - leg kick action - arm action - combined leg and arm action co-ordination - movement with head under water (holding breath) - movement with head out of water (keep breathing) 	<ul style="list-style-type: none"> • Explain and demonstrate how freestyle is performed by leg kick action, arm action and the combination of arm and leg. • Let the learner practise the freestyle by using leg kick, arm actions and the combination of all. • Observe and guide the learner as he/she practises the skill of swimming using freestyle. • Guide the learner to use words: <i>leg kick action</i> and <i>arm action</i> during and after the activity. 	<ul style="list-style-type: none"> • swimming pool • PE attire
<p>Breast stroke</p> <ul style="list-style-type: none"> - arm action - leg action - the trunk postures - starting during swimming 	<ul style="list-style-type: none"> • Explain and demonstrate the breast stroke using the arm and leg action while observing the trunk posture. • Let the learner practise the breast stroke using the arm and leg action starting during swimming while observing the trunk posture. 	<ul style="list-style-type: none"> • Swimming pool • PE attire

	<ul style="list-style-type: none">• In 2s, and 5s, let the learner practise the arm and leg action drills in and out of water.• Let the learner participate actively while applying the skill in mini-swimming competition.• Guide the learner to use the words: <i>arm action</i>, <i>leg action</i> and <i>the trunk posture</i> during and after the activity.	
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Assessment Guidelines

The learner:

- identifies at least 3 water safety rules.
- enters the water comfortably.
- crawls in water without fear.
- executes the breast stroke.
- demonstrates correct starting techniques.
- applies the learnt skills in mini-swimming competitions.

Session Three

Topic 7: Soccer

Overview

This topic offers opportunity to the learner to advance from simple ball games to development of basic soccer skills such as kicking, passing, dribbling, dodging and others.

Learning Outcome

The learner should be able to uphold and apply correct basic skills, techniques and rule structures in playing, officiating and spectating the game of football in competitive and leisure situations.

Content	Strategies / Suggested Learning Activities	Resources
<ul style="list-style-type: none"> Marking the field of play Types of kicks (free kick, corner kick, goal kick, spot kick). Mini games 	<ul style="list-style-type: none"> Explain, discuss and demonstrate the skills involved in soccer: marking simple football fields of play (demarcating the play areas, slashing, planting grass and clearing the field). Let the learner practise constructing a simple football field. Demonstrate passing balls using long pass, short pass and loop pass. In 2s, 3s, and 5s, let the learner practise the skills of passing balls using long pass, short pass and loop pass. Demonstrate kicking the ball for a direct free kick and an indirect free kick. 	<ul style="list-style-type: none"> Balls Sticks Strings Tape measures Hoes Slashes Rulers Cones

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| | <ul style="list-style-type: none">• In 2s, 3s, and 5s, let the learner practise kicking the ball for a direct free kick and an indirect free kick.• In min- game, let the learner apply the skills learnt in soccer.• Guide the learner to use the words: <i>free kick, corner kick, goal kick, spot kick</i> during and after the activity. | |
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Assessment Guidelines

The learner:

- lists materials used to marking the field.
- mentions 4 types of kicks correctly.
- explains when these kicks are taken.

Topic 8: Netball

Overview

The game of netball builds on the movement and manipulative skills of invasion and contest games. At this level the learner will build on the skills of throwing, catching and footwork.

Learning Outcome

The learner should be able to demonstrate, uphold and apply basic skills, techniques, structures in playing, officiating and spectating the game of netball during competitive and leisure situations.

Content	Strategies/Suggested Learning Activities	Resources
<ul style="list-style-type: none"> Constructing a netball court Throwing and catching Footwork Distance from an opponent with or without the ball 	<ul style="list-style-type: none"> Explain and demonstrate constructing a simple netball court (demarcating the play areas, slashing, planting grass and clearing the field) As a group, let the learner practise constructing /demarcating the play area. Demonstrate to the learner the skills involved in netball: <ul style="list-style-type: none"> Playing tossed ball. Throwing and catching in pairs and groups. Catching low, middle and high balls. Jumping and landing. Running, jumping and landing. Jump, catch an imaginary ball. Land, stepping and pivoting. 	<ul style="list-style-type: none"> Netball balls Cones Whistle Hoop ring rim

	<ul style="list-style-type: none">– Staying away from the opponent for at least a distance of 3ft.• In groups 2s, 3s, 5s and 10s, let the learner practise the above skills in netball.• In a mini-game, let the learner apply all the learnt skills.• Guide the learner to use the following words: <i>tossing, throwing, jumping, landing, stepping, pivoting</i> and <i>staying away</i> during and after the activity.	
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Assessment Guidelines

The learner:

- catches at least 5 self-tossed balls correctly.
- catches and throws balls 5 times in pairs correctly.
- catches and throws low, middle and high balls.

Topic 9: Volleyball

Overview

This topic introduces the learner to a no-bounce game where players aim at playing the ball over a net into the opponents' court. The learner will be equipped with skills and knowledge about the court and services: underarm, tennis, and jump services.

Learning Outcome

The learner should be able to apply basic skills, techniques and principles of playing, officiating and spectating the game of volleyball, and of always upholding rule structures.

Content	Strategies/Suggested Learning Activities	Resources
<ul style="list-style-type: none"> Construction of a simple volleyball court Services (underarm, tennis, and jump) 	<ul style="list-style-type: none"> Explain, discuss and demonstrate the construction of a simple volleyball court. In groups of 10s, let the learner practise the construction of a simple volleyball court (measuring volleyball court, demarcating and identifying boundaries and play zones). Demonstrate how to serve a ball using underarm, tennis and jump services to learners. Individually, 2s and 5s, let the learner practise serving using underarm, tennis and jump services to each other. Guide the learner to use the following words: <i>underarm</i>, <i>tennis</i> and <i>jump</i> during and after the activity. Let the learner apply the learnt skills in a mini-game. 	<ul style="list-style-type: none"> Tape measure Strings Nets Balls Poles

Assessment Guidelines

The learner:

- correctly identifies boundaries of the court and play zones.
- individually serves the ball 5 times using underarm, tennis and jump.

Topic 10: Handball

Overview

Handball is a competitive invasion ball game which is introduced to the learner in this session. The learner is equipped with the skills and knowledge about the handball court, throwing and catching.

Learning Outcome

The learner should be able to demonstrate, perform, practise and apply basic skills and tactics in handball, uphold rule structures and principles of playing, officiating and spectating the game in competitive and leisure situations.

Content	Strategies/Suggested Learning Activities	Resources
<ul style="list-style-type: none"> • Construction of a simple handball court • Throwing and catching • Gaining ball possession • Guarding • Positioning 	<ul style="list-style-type: none"> • Explain, discuss and demonstrate the simple construction of a handball court. • In groups of 10s, let the learner practise measuring and construction of a simple handball court. • Demonstrate throwing the ball single and double handed. • Individually, 2s, 3s, and 5s, let the learner practise throwing the ball single- and double-handed. • Demonstrate the double-handed catching with emphasis on the grip, stance, timing as well as eye-hand co-ordination and transfer of weight and follow through. 	<ul style="list-style-type: none"> • Balls • Poles/sticks • Strings

	<ul style="list-style-type: none">• In 2s, 3s, and 5s, let the learner practise the double-handed catching with emphasis on the grip, stance, timing as well as eye-hand co-ordination and transfer of weight and follow through.• Demonstrate the skills of gaining ball possession, guarding, positioning and goalkeeping.• In 5s, 8s and 12s, let the learner practise the skills of gaining ball possession, guarding, positioning and goalkeeping.• Guide learners to use the following words: <i>throwing, catching, gaining ball possession, guarding, positioning and goalkeeping</i> during and after activity.• In a mini-game, let the learner apply the learnt skills.	
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Assessment Guidelines

The learner:

- in pairs, throws the ball using single-handed 5 times correctly.
- in pairs, throws and catches the ball double-handed 5 times correctly.

Topic 11: Basketball

Overview

Basketball is a competitive invasion ball game, which is introduced to the learner in this session. The learner is equipped with the skills and knowledge of the basketball court, throwing and catching.

Learning Outcome

The learner should be able to demonstrate, perform, practise and apply basic skills and tactics in basketball, uphold rule structures and principles of playing, officiating and spectating the game in competitive and leisure situations.

Content	Strategies/Suggested Learning Activities	Resources
<ul style="list-style-type: none"> Construction of a basketball court Throwing and catching 	<ul style="list-style-type: none"> Explain, discuss and demonstrate the measuring of a modified basketball court using a measuring tape, indicating different boundaries with ash, soil, sand and lime. In groups of 10s, let the learner practise the construction of a modified basketball court. Demonstrate single and double-handed throw to learner. In 2s, 3s, 5s and 8s, let the learner practise single- and double-handed throw. Guide the learner to use the words: <i>throw</i> and <i>catch</i> during and after activity. 	<ul style="list-style-type: none"> Balls Strings Hoe

Assessment Guidelines

The learner:

- in pairs, throws the ball using single-handed at least 5 times correctly.
- in pairs, throws and catches the ball using double-hands at least 5 times.

Sample Scheme of Work for Physical Education (CAPE 2)

Wk	Pd	Topic	Sub-topic	Content	Methods	Subject competences	Language competence	Suggested Activities	LS indicators) & Values	Teaching learning aids	Ref
1	1	Football	Ball control	<ul style="list-style-type: none"> Ball control using the instep side of the foot; Foot is withdrawn as soon as the ball makes contact with the foot 	<ul style="list-style-type: none"> Demonstration Explanation Guided discovery 	<p>The learner performs the skill of controlling the ball using instep side of the foot.</p>	<p>The Learner:</p> <ul style="list-style-type: none"> lists instructions correctly uses the word instep correctly. 	<ul style="list-style-type: none"> -Passing /kicking balls on the ground to each other at varied distances in pairs, groups -Play mini competitions of football 4vs4 	<p>Life skills & indicators:</p> <p>Working freely with others</p> <p>Self-confidence</p> <p>Values:</p> <p>Appreciation</p> <p>Cooperation</p>	<p>Balls</p> <p>Demarcates</p> <p>Whistle string</p> <p>Play area</p>	
1	2	Netball	Throwing & Catching	Free throw	<p>Demonstration</p> <p>Explanation</p> <p>Guided discovery</p>	<p>The learner performs the skill of throwing and catching.</p>	<p>The learner:</p> <ul style="list-style-type: none"> lists instructions correctly uses the word <i>throwing</i> and <i>catching</i> correctly 	<ul style="list-style-type: none"> -Individually throws and catches the ball -In pairs, throws and catches the ball -In groups of 5s, practise the skill of catching and throwing -Mini-game of throwing and catching 	<p>Life skills & indicators</p> <p>Team work; co-operating with others.</p> <p>Self-esteem;</p> <p>Self-confidence,</p> <p>Values</p> <p>Appreciation</p> <p>Cooperation</p>	<p>-Balls demarcates</p> <p>-Whistle</p> <p>-Area of play</p>	

NOMADS AND FISHING COMMUNITIES

1	3	Gymnastic	Vaults	<ul style="list-style-type: none"> -Leap frog -Through vault -Vault using poles -vaulting using walking beams 	Demonstration Explanation Guided discovery	The learner performs the skills of vaulting, leapfrog and astride jump	The learner: - responds to instruction correctly -uses the word vault correctly	<ul style="list-style-type: none"> -Running and leaps over a partner's back -Jumps through two others - Leaping through fixed poles -Landing on both feet 	<p>Life skills & indicators:</p> <p>Teamwork: co-operating with others.</p> <p>Self-esteem: self-confidence</p> <p>Values</p> <p>Cooperation Sharing Endurance</p>	Demarcate Poles Whistle Walking beam
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Sample Lesson Plan for Physical Education

Date	Level	Duration	Subject	Number of learners	
				Boys	Girls
7/02/2019	All	40 minutes	PE	15	12

Topic: Gymnastics

Content: Vaulting

Subject Competence: the learner performs the skill of vaulting

Language competence: The learner listens and responds to instructions, uses the word *vault* correctly

Life skills (indicators): self-confidence, determination, co-operation, knowing what to do and making the right choices.

Values: Cooperation, sharing, appreciation

Methods: Demonstration, guided discovery and explanation

Instructional Materials: Poles, fixed beam, ropes and string

References:

Phase	Time	Facilitator's Activity	Learner's Activity	Class organisation
I	5 min	<p>Preparation</p> <ul style="list-style-type: none"> Facilitator gives instructions on mode of: <ul style="list-style-type: none"> health inspection movement onto the area of play 	<p>The learner:</p> <ul style="list-style-type: none"> shows part of the body for health inspection. listens and responds to movement guidelines. 	<p>In a semi-circle</p> <p style="text-align: center;">x x x x</p> <p style="text-align: center;">x x</p> <p style="text-align: center;">x x</p> <p style="text-align: center;">F/T</p> <p>In two lines</p> <p style="text-align: center;">x x x x x x x x</p> <p style="text-align: center;">F/T →</p> <p style="text-align: center;">x x x x x x x x</p>
II	6 min	<p>Warm-up</p>	<p>The Learner:</p>	<p>Free space</p> <p style="text-align: center;">x x x x x</p>

		<ul style="list-style-type: none"> • General body exercises: <ul style="list-style-type: none"> - run here, there - stretching exercises - legs, arms, trunk - strengthening exercises - joints strengthening 	<ul style="list-style-type: none"> • responds to commands and instructions. • perform the runs. • performs stretching activities. • performs in strengthening activities. 	<p>x x x x x</p> <p>x x F/T x x</p> <p>x x</p> <p>X x x x x</p> <p>Semi-circle</p> <p>x x x x</p> <p>x x</p> <p>x x</p> <p>F/T</p>
III	9 min	<p>Skill teaching</p> <ul style="list-style-type: none"> • Facilitator demonstrates and explains what leaping, vaulting and jumping are and how they are performed. 	<p>The learner:</p> <ul style="list-style-type: none"> • listens and observes the demonstrations. • follows the instructions: <ul style="list-style-type: none"> - Leaps and jumps. - Vaults through and lands on both feet. 	<p>Semi-circle</p> <p>x x x x</p> <p>x x x x</p> <p>x x x x</p> <p>x F/T x</p> <p>x x x x x x x x</p> <p>F/T →</p> <p>x x x x x x x x</p>
IV	8 min	<p>Skill Practice</p> <ul style="list-style-type: none"> • The facilitator demonstrates the: <ul style="list-style-type: none"> - vault through. - leapfrog. 	<ul style="list-style-type: none"> • The learner watches and practises the vault through the other two learners and the poles: 	<p>String / Ropes</p> <p>Semi-circle</p> <p>x x x x</p> <p>x x x x</p> <p>x x x x</p> <p>x F/T x</p>

		<ul style="list-style-type: none"> - vault and leap over using the fixed beam. • Facilitator moves around guiding and encouraging the learner. 	<ul style="list-style-type: none"> - leapfrog - vault and leap using fixed beams 	<p>Free space in pairs, groups</p> <p>Group Pair</p> <p>Group</p> <p> x xx x</p> <p>x x xx x x</p> <p>x</p> <p style="text-align: center;">F/T</p>
V	10 min	<p><u>Game Situation</u></p> <ul style="list-style-type: none"> • The facilitator moves around in different groups guiding and appraising performance of learner. 	<ul style="list-style-type: none"> • Learners in groups perform the: <ul style="list-style-type: none"> - vaulting - leaping - landing on both feet 	<p>Groups</p> <p>X x x x x x x x x</p> <p>X x x x x x x x x</p> <p>Double lines</p> <p>x x x x x x x x x</p> <p>x x x x x x x x x</p> <p>F/T →</p> <p>x x x x x x x x</p> <p>x x x x x x x x</p> <p>Pair x ←→ x</p>
VI	5 min	<p><u>Conclusion</u></p> <p>The facilitator:</p> <ul style="list-style-type: none"> - conducts warm down. - gives and receives feedback from the learner. - instructs the learner to collect and 	<p>The learner:</p> <ul style="list-style-type: none"> • performs warm down activities. • asks and receives feedback from the facilitator. • collects materials used during the lesson. 	<p>Semi- circle</p> <p> x x x x</p> <p> x x</p> <p> x x</p> <p style="text-align: center;">F/T</p> <p>Double file</p> <p>x x x x x x x x x</p> <p>x x x x x x x x x</p> <p>F/T →</p>

		<p>carry any materials used.</p> <ul style="list-style-type: none"> - instructs the learner to move back to class in an orderly manner. 	<ul style="list-style-type: none"> • moves back to class in an orderly way. 	
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Self-Evaluation

Strengths:

Areas of improvement: -

Way forward:

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