



4-5 YEAR OLDS

Lesson Plans



BELIEVE IN YOURSELF

Lesson 1 – SELF-GROWTH (BLOCK 1)

Topic (What)	Self-Growth
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Recognise who they are and why they are special ♥ Explore physical appearance, noticing differences ♥ Love and accept themselves for who they are and be proud of their strengths and accomplishment
Age Group	4-5 years
Duration	2 lessons (Lessons 1+2)

What should learners already know

Can recognise who they are by saying their name

Key Vocabulary

Unique, special strength, weakness, physical appearance, difference, portrait

Lesson

(How)

Materials Required

- Mirror
- Whiteboard and markers
- Crayons or markers
- Construction paper
- Glue sticks
- Scissors
- Books about self-esteem and self-identity, such as "I Like Myself!" by Karen Beaumont or "The Skin You Live In" by Michael Tyler

Opening

- Gather learners in a circle and ask them to look into the mirror.
- Ask them what they see and how they feel about themselves.
- Encourage positive self-talk and ask to share one thing they like about themselves.

Activity

- Write "What Makes Me Special?" on the whiteboard.
- Explain to learners that everyone is unique and special in their own way.
- Ask learners to think about what makes them special and call on a few volunteers to share their answers.
- Write their answers on the board and encourage positive reinforcement from their peers.
- Give each learner a piece of construction paper and have them fold it in half to create a card.
- On the front of the card, have them draw a self-portrait of themselves.

Consolidation

- Ask each learner to say one thing they like about themselves and why.

Lesson 1 – UNDERSTANDING OUR WORLD (BLOCK 1)

Topic (What)	Me, My Location, My Community, My Culture
Learner Outcomes (Why)	♥ Identify and name members of their family and talk about the events in their own lives
Age Group	4-5 years
Duration	Flexible

What should learners already know

Who is in their immediate family

Key Vocabulary

Birthday, vacation, family gatherings

Lesson

(How)

Materials Required

- Paper
- Markers
- Photos or mementos of important events in learners' lives and families
- "All About Me" worksheets

Opening

- Begin by asking learners to think about their own lives and families. What are some important events that have happened to them or their family? Examples could include birthdays, vacations, family gatherings, or the birth of a sibling.
- Ask a few volunteers to share one important event from their life or family.

Activity

- Introduce the concept of personal narratives. Explain that a personal narrative is a story about something that happened to them or their family. Give examples of personal narratives, such as "The day I was born" or "My first day of school".
- Pass out "All About Me" worksheets and have learners fill in their name, age, favourite colour, and activity by writing or drawing.
- Model a personal narrative by sharing a story from your own life or family. For example, you could tell a story about the time you went on a family vacation to the beach.
- Have learners share their own personal narratives with a partner or in a small group.

Consolidation

- Bring them back together and ask each learner to share their personal narratives with their peers.

Lesson 7 – ART and DESIGN (BLOCK 5)

Topic (What)	Art and Design
Learner Outcomes (Why)	♥ Work imaginatively to create inspirational pieces of artwork
Age Group	4-5 years
Duration	Flexible

What should learners already know

Different types of artworks

Key Vocabulary

Create, inspirational

Lesson (How)

Materials Required

- Paints, crayons, markers, and other drawing materials
- Different types of paper, such as construction paper, tissue paper, and drawing paper
- Glue, scissors, and other art supplies
- A variety of art inspirations, such as books, photographs, and images

Opening

- Begin by discussing what art is and why it is important.
- Ask learners to share their thoughts and feelings about creating artwork.
- Show some examples of artwork that have inspired you and discuss what you like about them.
- Explain that now after learning all the different art techniques they we will be using their imaginations to create inspirational pieces of artwork.

Activity 1

- Provide learners with a variety of drawing and painting materials and encourage them to create their own artwork.
- Encourage them to use their imaginations and to express themselves through their artwork.
- Give them time to experiment with the different materials and to explore their creativity.

Activity 2

- Provide learners with a variety of materials to create mixed media artwork, such as tissue paper, glue, and scissors.
- Encourage them to create a collage using the different materials, or to combine different art techniques to create a unique piece of work.

Activity 3

- Once learners have completed their artwork, encourage them to reflect on their work and discuss it with others.
- Encourage them to describe the techniques and materials they used, and to discuss any challenges they faced.

Consolidation

- Review what they learned about creating artwork and encourage them to continue exploring their creativity.

Lesson 1 – MAKERSPACE (BLOCKS 1,2,3,4,5,6)

Topic (What)	Makerspace
Learner Outcomes (Why)	♥ Discuss and plan what they would like to make either individually or in a group by talking and drawing
Age Group	4-5 years
Duration	Flexible

What should learners already know

How to make simple things

Key Vocabulary

Plan, individually, group

Lesson (How)

Materials Required

- Large sheets of paper
- Drawing materials such as crayons, markers, and coloured pencils
- Building materials such as cardboard, scissors, glue, and tape

Opening

- Begin by introducing the concept of a makerspace to learners. Explain that it is a place where they can use different materials and tools to create something new.

Activity

- Start a group discussion about what learners would like to make. Encourage them to share their ideas and opinions and ask questions to prompt their creativity. For example, you could ask:
 - ♥ "What do you want to make?"
 - ♥ "Why do you want to make it?"
 - ♥ "How can we make it?"
- After the group discussion, give each learner a large sheet of paper and drawing materials.
- Ask them to draw what they would like to make individually. Encourage them to use their imagination and creativity.
- Once learners have finished drawing, gather them in a group again. Ask them to share their drawings and ideas. Encourage them to discuss how they could work together, if preferred, to make their ideas a reality.
- Set up a makerspace area with building materials such as cardboard, scissors, glue, and tape. Allow learners to use the materials to create their projects.

Consolidation

- After learners have finished their projects, gather them in a group again.
- Ask them to share what they made, what challenges they faced, and what they learned.
- Encourage them to reflect on their experience and celebrate their accomplishments.

Lesson 7 – MUSIC (BLOCK 5)

Topic (What)	Music
Learner Outcomes (Why)	♥ Begin to follow instructions when performing
Age Group	4-5 years
Duration	Flexible

What should learners already know

What an instruction is

Key Vocabulary

Following, instructions, performing

Lesson (How)

Materials Required

- Open space for movement
- Age-appropriate instruments, such as shakers or rhythm sticks
- Recorded music
- Cones or other markers to indicate boundaries (optional)

Opening

- Explain to learners that they will be learning how to follow instructions while making music.

Activity 1

- Play a simple song or rhythm and demonstrate a simple action, such as shaking a shaker or tapping rhythm sticks together.
- Have learners repeat the action along with the music.
- Introduce variations, such as shaking the shaker faster or slower, or tapping the sticks in a different pattern.
- Encourage them to follow the variations and repeat them together.

Activity 2

- Divide learners into small groups and give each group a set of instruments.
- Explain that you will give instructions for each group to play their instruments in a certain way.
- Play a recorded song and give instructions, such as "shakers only" or "rhythm sticks and clapping."
- Have the groups follow the instructions and switch up the instructions throughout the song.
- Encourage the groups to listen to each other and work together to follow the instructions.

Activity 3

- Set up cones or other markers to create an obstacle course.
- Divide learners into two teams.
- Give each team a set of instruments and explain that they will need to play their instruments while going through the obstacle course.
- Play a recorded song and have the teams take turns going through the obstacle course while playing their instruments.
- Encourage them to listen to the music and work together to navigate the obstacle course.

Consolidation

- Ask learners what they learned about following instructions while making music.
- Encourage them to continue practising at home.

Lesson 9 – HEALTHY RELATIONSHIPS (BLOCK 6)

Topic (What)	Healthy Relationships
Learner Outcomes (Why)	♥ Begin to see the importance of respecting and accepting differences in others and celebrate diversity and appreciate the unique qualities of others
Age Group	4-5 years
Duration	Flexible

What should learners already know

What conflict means

Key Vocabulary

Diversity

Lesson (How)

Materials Required

- Picture books about diversity and differences (e.g. "It's Okay To Be Different" by Todd Parr, "All Are Welcome" by Alexandra Penfold)
- Craft materials (e.g. construction paper, glue sticks, scissors, markers, crayons)
- Classroom music and dance playlist

Opening

- Begin by asking learners if they know what the word "diversity" means.
- Explain that diversity means that everyone is different and unique in their own way, and that we should respect and celebrate those differences.

Activity 1

- Read picture books about diversity and differences to the learners, pausing to ask questions and clarify any misunderstandings.
- Use the books to explain the concept of diversity, the importance of respecting and accepting differences, and the unique qualities of everyone.

Activity 2

- Use craft materials to create a collage that celebrates diversity.
- Show learners how to use different colours and shapes to create a beautiful and unique piece of art that celebrates differences.
- As you work, talk to learners about the different qualities and attributes that each of them brings to the community.

Activity 3

- Divide learners into small groups and assign each group a different aspect of diversity to explore (e.g. different skin colours, different religions, different abilities, etc.).
- Instruct each group to create a collage or drawing that celebrates the diversity of their assigned topic.
- Have each group share their creation with the other groups.

Activity 4

- Play some music and encourage learners to dance and move around freely.
- Talk to them about how different music and dance styles reflect different cultures and ways of expressing ourselves.
- Have each learner share one thing that makes them unique or special and encourage the other learners to celebrate and appreciate those differences.

Consolidation

- Review the concept of diversity with learners, emphasising the importance of respecting and celebrating differences.

Lesson 7 – EMOTIONAL WELL-BEING (BLOCK 5)

Topic (What)	Emotional Well-being
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Introduce and practise simple yoga, mindfulness, and meditation exercises ♥ Begin to understand the benefits of yoga, mindfulness, and meditation in their lives
Age Group	4-5 years
Duration	Flexible

What should learners already know

Tools to help them when stressed

Key Vocabulary

Yoga, mindfulness, meditation

Lesson

(How)

Materials Required

- Yoga mats or towels
- Comfortable clothes to move in
- A quiet space with minimal distractions
- Optional: calming music or nature sounds

Opening

- Gather learners together on their yoga mats.
- Explain that they will be learning about yoga, mindfulness, and meditation, which are ways to help them feel calm and relaxed.
- Ask if anyone knows what yoga, mindfulness, or meditation is and to briefly explain.

Activity 1

- Demonstrate a few simple yoga poses such as downward dog, cat-cow, and tree pose.
- Instruct learners to follow along as you guide them through the poses.
- Encourage them to focus on their breathing as they move through the poses.

Activity 2

- Ask learners to sit in a comfortable cross-legged position.
- Explain that they can use their breath to help calm their minds and bodies.
- Guide learners through a simple breathing exercise, such as inhaling deeply through the nose and exhaling slowly through the mouth.
- Encourage them to place one hand on their belly to feel it rise and fall with each breath.

Activity 3

- Explain that mindfulness means paying attention to the present moment without judgement.
- Instruct learners to lie down on their mats and close their eyes.
- Play calming music or nature sounds if desired.
- Guide them through a visualisation exercise, such as imagining themselves in a peaceful garden or floating on a cloud.

Activity 4

- Instruct learners to sit in a comfortable position with their eyes closed.
- Guide them through a simple meditation, such as counting their breaths or focusing on a word or phrase.
- Encourage them to notice any thoughts or feelings that come up without judgement and then return to their breath or focus.

Consolidation

- Gather learners back together.
- Ask how they feel after practising yoga, mindfulness, and meditation.
- Explain that these practices can help us feel calm and happy, and we can do them anytime we need to feel better.

Lesson 2 – PHYSICAL WELL-BEING (BLOCKS1,2,3,4,5,6)

Topic (What)	Physical Well-being
Learner Outcomes (Why)	♥ Know and recognise different parts of the body and be aware that they all need to be looked after
Age Group	4-5 years
Duration	Flexible

What should learners already know

The main parts of their body

Key Vocabulary

Different parts of their body they need to look after, hygiene

Lesson (How)

Materials Required

- A poster or chart with a picture of a human body
- Flashcards with pictures of different body parts
- Stickers or band aids

Opening

- Show the poster or chart with a picture of a human body.
- Ask learners if they know what it is and what it's for.
- Explain that the picture shows different parts of the body and that they will learn about them.

Activity 1

- Show the flashcards with pictures of different body parts one by one.
- Ask learners to identify the body part and name it.
- After each body part is identified, ask them if they have that body part too.
- Repeat with all the flashcards.

Activity 2

- Ask learners if they know why it's important to take care of their bodies.
- Explain that their bodies are like machines, and they need to take care of them so that they work well.
- Show the stickers or band aids and explain that they are tools they can use to take care of their bodies.
- Ask them to think about different body parts and what they can do to take care of them.
- Give examples such as brushing teeth for their mouth, washing hands for their hands, etc.
- Encourage learners to come up with their own ideas.
- Have them place a sticker or band aid on the corresponding body part on the poster or chart as they name it.

Consolidation

- Review the different body parts that were learned and the importance of taking care of them.
- Ask learners to name one thing they can do to take care of their bodies.
- Encourage them to remember to take care of their bodies every day.

Lesson 5 – NUTRITION (BLOCKS 3,6)

Topic (What)	Nutrition
Learner Outcomes (Why)	♥ Become aware of different sources of protein, such as meat, fish, beans, and tofu
Age Group	4-5 years
Duration	Flexible

What should learners already know

What are beans, meat and fish

Key Vocabulary

Protein, tofu

Lesson (How)

Materials Required

- Pictures of different sources of protein (meat, fish, beans, and tofu)
- Handout on the importance of protein in a healthy diet
- Chart paper and markers

Opening

- Begin by asking learners what protein is.
- Discuss the importance of protein in a healthy diet.
- Ask learners to brainstorm why they think protein is important.

Activity 1

- Distribute handout on the importance of protein in a healthy diet. Read the handout together and ask learners to highlight important information.
- Display pictures of different sources of protein, including meat, fish, beans, and tofu. Ask them to identify each source of protein and write them down on the chart paper.

Activity 2

- Divide learners into small groups and assign each group one source of protein (meat, fish, beans, or tofu).
- In their small groups, ask them to research and discuss the benefits of their assigned source of protein. They can use handout on the importance of protein as a reference.
- After the groups have finished their research, bring learners together and have each group present their findings.
- Encourage them to ask questions and share their own knowledge about each source of protein.

Consolidation

- Summarise the benefits of each source of protein and discuss how they can be incorporated into a healthy diet.

Lesson 6 – SPORTS and DANCE (BLOCK 3)

Topic (What)	Sports and Dance
Learner Outcomes (Why)	♥ Have fun and explore creativity through movement
Age Group	4-5 years
Duration	Flexible

What should learners already know

Basic dance movements

Key Vocabulary

Creativity

Lesson

(How)

Materials Required

- A spacious room with clear floor space
- Music player or musical instruments
- A variety of props such as scarves, ribbons, balls, hula hoops, etc.

Opening

- Explain that they will be exploring their creativity through movement and having fun.
- Ask learners to stand up, stretch their bodies and shake out any wiggles.

Activity 1

- To warm up play some lively music and ask learners to move around the room freely, encouraging them to use different parts of their bodies.
- Ask them to follow your lead and do some basic warm-up exercises such as stretching, jumping jacks, and running in place.

Activity 2

- Give each learner a prop such as a scarf, ribbon, or ball.
- Encourage them to explore different ways of moving with their prop, such as waving the scarf in the air or bouncing the ball.
- Play some music and invite them to create their own dance moves using their prop.
- Ask them to share their moves with the group.

Activity 3

- Turn off the music and ask learners to move freely around the room, encouraging them to use their bodies in any way they like.
- Ask them to take turns showing the group their favourite moves.

Consolidation

- Gather learners together and ask them to share their favourite part of the activity.
- Encourage them to use descriptive words to express their feelings and experiences.

Lesson 1 – BASIC LIFE SKILLS (BLOCK 1)

Topic (What)	Basic Life Skills
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Explore different ways to look after themselves ♥ Know how to dress themselves, brush their teeth, use the toilet independently, wash their hands and face, and understand basic hygiene practices
Age Group	4-5 years
Duration	Flexible

What should learners already know

Basic ways to look after themselves

Key Vocabulary

Independently, hygiene practices

Lesson (How)

Materials Required

- Clothing items such as shirts, trousers, dresses, socks, and shoes
- Toothbrushes and toothpaste
- Soap and water

Opening

- Ask learners what they think it means to look after themselves.
- Explain that looking after themselves involves taking care of their bodies, such as eating healthy foods, getting enough sleep, and practising good hygiene habits.
- Explain they will be learning about different ways to look after themselves and practising basic hygiene practices.

Activity 1

- Show learners different clothing items such as shirts, trousers, dresses, socks, and shoes.
- Ask them to identify each item and explain how to put them on.
- Have them practise putting on the clothing items themselves, with assistance if necessary.

Activity 2

- Explain the importance of brushing their teeth to keep them clean and healthy.
- Show them how to put toothpaste on their toothbrush and how to brush their teeth in circular motions for two minutes.
- Have them practise brushing their teeth with their own toothbrushes and toothpaste.

Activity 3

- Explain how to use the toilet, using a doll, including how to sit on it and wipe properly.
- If necessary, demonstrate how to use a toilet seat adapter.
- Have the learners practise using the toilet with assistance if necessary.

Activity 4

- Show learners how to wash their hands and face properly, including how to use soap and water.
- Have them practise washing their hands and face.

Consolidation

- Review what learners have learned and ask them to share one thing they know about looking after themselves.
- Remind them to practise good hygiene habits every day to stay healthy and happy.

Lesson 11 – BASIC LIFE SKILLS (BLOCK 5)

Topic (What)	Basic Life Skills
Learner Outcomes (Why)	♥ Understand how we use money to buy things.
Age Group	4-5 years
Duration	Flexible

What should learners already know

What is money

Key Vocabulary

Buying

Lesson

(How)

Materials Required

- Play or real money (coins and notes)
- Picture books about money
- Real-life objects to buy (e.g., toy, fruit, etc.)
- Shopping basket

Opening

- Introduce the topic of money.
- Ask the learners if they know what money is and what it's used for.
- Show them the play or real money and ask them to identify the different types of coins and notes.
- Explain that money is used to buy things that we need and want.

Activity 1

- Read a picture book about money and discuss it with the learners. Talk about the different ways people can earn money and the different things they can buy with it.
- Show them the real-life objects you have prepared for them to buy (e.g., toy, fruit, etc.) and explain the cost of each item.
- Demonstrate how to use money to buy something. Give an example of how you would count the money and pay for an item.

Activity 2

- Divide the learners into pairs and give each pair a shopping basket and some play or real money. Let them take turns buying and selling the items, using the money to pay for the items that they want.
- Encourage them to count the money and check if they have enough to pay for the item they want.

Consolidation

- Ask the learners to share what they have learned about money.
- Recap the different types of money and the concept of using money to buy things.
- Encourage them to practise using money at home or when they go out shopping with their parents.

Lesson 4 – GARDENING (BLOCK 2)

Topic (What)	Gardening
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Plant a seed together as a group and discuss what it needs to grow ♥ Demonstrate basic techniques for planting seeds
Age Group	4-5 years
Duration	Flexible

What should learners already know

What is a seed

Key Vocabulary

Soil, sunlight, plant, seed

Lesson (How)

Materials Required

- Small pots or cups
- Potting soil
- Seeds (preferably fast-growing plants like beans or sunflowers)
- Watering can or spray bottle
- Markers or labels
- Chart paper or whiteboard
- Coloured pencils or crayons

Opening

- Gather learners together and show them the seeds, pots, and soil.
- Start a discussion by asking questions like:
 - ♥ "Have you seen plants before?"
 - ♥ "What do they look like?"
 - ♥ "Do you know how plants grow?"
- Write down their responses on chart paper or a whiteboard.

Activity 1

- Explain to learners that plants need certain things to grow healthy and strong.
- Discuss the essential needs of plants using simple language:
 - ❖ Water: "Plants need water to drink, just like we do."
 - ❖ Sunlight: "Plants need sunlight to make food."
 - ❖ Soil: "Plants grow in soil, which gives them nutrients."
- Show visual aids or pictures depicting these plant needs.
- Engage learners in a short discussion about why plants need each of these elements.

Activity 2

- Distribute small pots or cups, potting soil, and seeds to each learner or group.
- Demonstrate the steps for planting seeds:
 - ❖ Fill the pot or cup halfway with potting soil.
 - ❖ Create a small hole in the soil with your finger.
 - ❖ Place a seed in the hole and cover it gently with soil.
 - ❖ Water the soil using a watering can or spray bottle.
 - ❖ Allow learners to follow the steps and plant their own seeds.
- Assist and encourage them as needed.
- Provide markers or labels for learners to write their names and the name of the plant they planted.

Extension Activities

- Keep a daily record of the seed's growth by taking pictures or drawing pictures of the plant's progress.
- Encourage learners to water their plants regularly and observe any changes they notice.
- Incorporate art activities where learners can create plant-related artwork using coloured pencils or crayons.

Consolidation

- Gather learners together and discuss their experiences.
- Ask questions like:
 - ♥ "How did it feel to plant a seed?"
 - ♥ "What do you think will happen to the seed?"
 - ♥ "What will the plant need to grow?"
- Allow a few learners to share their responses and thoughts.
- Emphasise the importance of patience and care in the growth process.
- Conclude by expressing excitement for watching their plants grow.

Lesson 3 – Cooking (BLOCK 2)

Topic (What)	Cooking
Learner Outcomes (Why)	♥ Clean, peel, and chop different fruits and vegetables
Age Group	4-5 years
Duration	Flexible

What should learners already know

Names of some fruit and vegetables

Key Vocabulary

Clean, peel, chop

Lesson

(How)

Materials Required

- Assorted fruits and vegetables (e.g. apples, bananas, carrots, cucumbers, grapes, kiwis, oranges)
- Child-friendly knives (e.g. plastic knives)
- Cutting board
- Bowl of water and paper towels
- Aprons (optional)
- Large plastic bag for compost

Opening

- Introduce the lesson by asking learners if they like to eat fruits and vegetables. Ask them to name some of their favourites.
- Explain that they will be learning how to clean, peel, and chop different fruits and vegetables.
- Show them the materials and remind them how to use them safely.

Activity 1

- Choose a fruit or vegetable and show learners how to wash it in the bowl of water and dry it with a paper towel.
- Demonstrate how to peel the fruit or vegetable, if necessary. Depending on the age and skill level of learner, you can choose to have them peel the produce themselves or do it for them.
- Show them how to chop the fruit or vegetable into small pieces. Make sure to emphasise safety and proper handling of the knife.
- Have each learner take turns choosing a fruit or vegetable and practising cleaning, peeling, and chopping it.
- As they finish each piece of produce, have them place the scraps in the compost bag.

Activity 2

- Have learners make a fruit salad using the chopped fruits they prepared.
- Encourage them to try new combinations and experiment with different flavours.

Consolidation

- Once all the fruits and vegetables have been chopped, have the learners wash their hands and gather around.
- Ask them to share what they learned and what their favourite fruit or vegetable was to chop.
- Emphasise the importance of eating fruits and vegetables for a healthy body.

Lesson 3 – COMMUNITY AWARENESS (BLOCKS 2,3)

Topic (What)	Community Awareness
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Understand the word community ♥ Begin to understand that people have different roles/jobs in a community
Age Group	4-5 years
Duration	Flexible

What should learners already know

Where their centre is

Key Vocabulary

Community

Lesson (How)

Materials Required

- Pictures of community members (e.g. doctor, firefighter, learning guide, police officer, etc.)
- Large poster board or whiteboard
- Markers

Opening

- Ask learners if they know what a community is.
- Give examples of different communities, such as a centre's community, a neighbourhood community, or a city community.
- Explain that a community is a group of people who live in the same area and work together to make their home a better place.

Activity

- Show learners pictures of different community members and ask them to identify each one.
- Write the name of each community member on the poster board or whiteboard.
- Ask them what each community member does and how they help the community.
- Encourage them to ask questions and share their own experiences with community members.

Consolidation

- Review the different community members and their roles.
- Ask learners to think about how they can be a part of their own community and help others.
- Emphasise the importance of working together to make their community a better place.

Lesson 4 – KNOWLEDGE TRANSFER (BLOCK 3)

Topic (What)	Knowledge Transfer
Learner Outcomes (Why)	<ul style="list-style-type: none"> ♥ Listen to gardeners explaining about the importance of growing their own food and taking care of plants, also how to plant seeds, water plants, and harvest vegetables ♥ Recall some information from the talks
Age Group	4-5 years
Duration	Flexible

What should learners already know

What a gardener does

Key Vocabulary

Importance of growing their own food

Lesson (How)

Materials Required

- Pictures or illustrations of various vegetables and plants
- Seeds (e.g., bean, tomato, carrot)
- Small pots or containers for planting seeds
- Soil
- Watering cans
- Gardening tools (optional)
- Harvesting baskets or containers

Opening

- Show learners pictures or illustrations of different vegetables and plants.
- Ask questions to gauge their prior knowledge:
 - ♥ "Do you know where vegetables come from?"
 - ♥ "Do you know how they grow?"
- Explain that they will learn about the importance of growing their own food and taking care of plants.

Activity 1

- Engage learners in a discussion with the visiting gardener about why it's essential to grow their own food.
- Explain that growing their own food helps them to have fresh and healthy vegetables.
- Highlight the benefits of gardening, such as learning about nature, being active, and having a sense of accomplishment.

Activity 2

- Ask the gardener to show learners the seeds that they have prepared.
- Demonstrate how to plant seeds in small pots or containers filled with soil.
- Invite learners to participate by giving each of them a pot, some soil, and a few seeds.
- Ask the gardener to guide them in planting the seeds and explain that they need to cover them gently with soil.

Activity 3

- Explain that plants need water to grow and stay healthy.
- Demonstrate how to water plants using a watering can or a small cup.
- Let learners take turns watering their own pots, ensuring they do not overwater.
- Emphasise the importance of providing plants with sunlight and keeping them away from harmful insects.

Activity 4

- Explain that after some time, the planted seeds will grow into vegetables.
- Show pictures or illustrations of mature vegetables to help learners identify them.
- Discuss the process of harvesting vegetables, such as using gardening tools to carefully remove them from the plants.
- Role-play harvesting by pretending to pick vegetables from the plants.

Consolidation

- Ask the gardener to recap what they have learned about growing their own food and taking care of plants.
- Ask questions to assess their understanding:
 - ♥ "Why is it important to grow our own food?"
 - ♥ "What do plants need to grow?"
- Encourage learners to ask the gardener questions and remind them to observe and care for their plants at home, if possible.

Lesson 6 – GIVING BACK (BLOCKS 4,5,6)

Topic (What)	Giving Back
Learner Outcomes (Why)	♥ Show by actions how they are giving back
Age Group	4-5 years
Duration	Flexible

What should learners already know

What giving back means

Key Vocabulary

Actions

Lesson

(How)

Materials Required

- Picture books about kindness and giving back
- Craft materials (paper, crayons, markers, glue, scissors)
- Donations box or container
- Blankets or towels for a cosy reading area
- A small plant or flower seeds
- Cleaning supplies (child-friendly)
- Snacks or treats for sharing

Opening

- Begin by discussing the concept of giving back. a picture book that emphasises kindness and giving back. Ask questions such as:
 - ♥ “What does it mean to give back?”
 - ♥ “How can we help others in the community?”
 - ♥ “Why is it important to be kind to others?”

Activity 1

- Choose a picture book that emphasises kindness and giving back. Some suggestions include:
 - ❖ "The Giving Tree" by Shel Silverstein
 - ❖ "Those Shoes" by Maribeth Boelts
 - ❖ "The Rainbow Fish" by Marcus Pfister
- Read the book aloud to learners, pausing to discuss the characters' actions and how they are giving back.

Activity 2

- Explain to learners that they can contribute to their community by donating items they no longer need.
- Provide each of them with a small box or container and art supplies.
- Encourage them to decorate their donation box using drawings or stickers that represent giving.
- After they finish decorating, explain that they can bring items from home to put in the box, such as toys, books, or clothes that they have outgrown.

Activity 3

- Discuss with learners, different ways they can show kindness to others. Examples may include:
 - ❖ Sharing toys and snacks with their peers (optional)
 - ❖ Helping a friend clean up a mess
 - ❖ Saying kind words or giving compliments
- Encourage each learner to choose one act of kindness they will commit to during the day.
- Provide stickers or small rewards as incentives to reinforce positive behaviour.

Activity 4

- Teach learners the importance of taking care of their environment.
- Provide child-friendly cleaning supplies, such as mini brooms or dusters, and assign small cleaning tasks in the centre.
- Guide them in tidying up their designated areas, emphasising the importance of cleanliness and how it benefits everyone.

Consolidation

- Gather learners together and ask them to share their experiences with giving back.
- Discuss how their actions made them and others feel.
- Summarise the importance of giving back and how small actions can make a big difference.
- Remind learners to continue practising acts of kindness and to think about how they can give back to their community.

Lesson 7 – LISTENING (BLOCKS 1,2,3,4,5,6)

Topic (What)	Listening
Learner Outcomes (Why)	♥ Recognise non-verbal cues, such as eye contact, nodding, or facial expressions, as indicators of active listening and appropriate responses
Age Group	4-5 years
Duration	Flexible

What should learners already know

Active listening

Key Vocabulary

Taking turns, pause, respond

Lesson (How)

Materials Required

- Pictures or drawings depicting different facial expressions (happy, sad, surprised, angry, etc.)
- Pictures or illustrations of people engaged in active listening (making eye contact, nodding, etc.)
- Whiteboard or flipchart
- Markers
- Stickers or rewards (optional)

Opening

- Ask learners if they know what it means to listen.
- Discuss briefly and explain that listening means paying attention to what someone is saying.
- Ask them if they think listening involves more than just hearing words.
- Encourage responses and explain that listening also involves understanding non-verbal cues.

Activity 1

- Display the pictures or drawings of different facial expressions on the whiteboard or flipchart.
- Show each picture and ask learners to identify the emotion being displayed.
- Discuss each emotion and ask them if they have ever felt that way.
- Explain that people can express their feelings without saying a word, through their facial expressions, gestures, and body language.
- Show pictures or illustrations of people engaged in active listening (making eye contact, nodding, etc.) and explain that these are examples of non-verbal cues that show someone is listening attentively.

Activity 2

- Divide learners into pairs.
- Assign one learner in each pair as the speaker and the other as the listener.
- Explain that the speaker will talk about something they like or a short story while the listener practises active listening by using non-verbal cues.
- Encourage listeners to maintain eye contact, nod their heads to show understanding, and respond appropriately with facial expressions.
- After a few minutes, ask the pairs to switch roles.

Extension Activities

- Play a game of "Emotion Charades" where learners act out different emotions using only their facial expressions and body language.
- Read a storybook together and ask them to identify the non-verbal cues shown by the characters throughout the story.
- Practise identifying and interpreting non-verbal cues in various real-life scenarios, such as watching a short video clip or looking at pictures of people engaged in different activities.

Consolidation

- Ask learners how they felt when they were the speaker or listener.
- Encourage them to share their observations about the non-verbal cues they noticed from their partners.
- Summarise the importance of non-verbal cues for active listening and emphasise that they help us understand others better.

Lesson 5 – SPEAKING (BLOCKS 1,2,3,4,5,6)

Topic (What)	Speaking
Learner Outcomes (Why)	♥ Provide opportunities to speak in various situations, such as sharing experiences, asking questions, and engaging in conversations
Age Group	4-5 years
Duration	Flexible

What should learners already know

How to speak to their peers

Key Vocabulary

Sharing experiences, engaging in conversations

Lesson (How)

Materials Required

- Storybooks
- Picture cards or flashcards
- Props or real objects related to different situations
- Blank sheets of paper
- Drawing or colouring materials
- A puppet or stuffed animal (optional)

Opening

- Show learners a picture card or flashcard depicting a familiar scene or object.
- Model asking a question about the picture, such as:
 - ♥ "What do you think is happening in this picture?"
 - ♥ "Why do you think the girl is smiling?"
- Encourage each of them to ask their own question about the picture.
- Provide guidance if needed, helping them formulate questions by using question words (who, what, where, why, when, and how).

Activity 1

- Create a conversational scenario by using props or real objects related to a particular situation, such as a doctor's office, a grocery store, or a kitchen.
- Divide learners into pairs and assign roles, such as a doctor and a patient, or a customer and a cashier.
- Encourage them to engage in a conversation by taking turns speaking and listening to their partner.
- Provide some example phrases or sentences they can use in the scenario, such as "Hello, how can I help you?" or "I would like to buy some apples, please."

Extension Activity

- Use a puppet or stuffed animal as a communication partner.
- Encourage learners to talk to the puppet or animal, asking it questions, sharing their experiences, or engaging in imaginative conversations.
- Model appropriate responses from the puppet or animal to create a dialogue.

Consolidation

- Gather learners back together and ask them to share one thing they learned or enjoyed about speaking in different situations.
- Encourage them to continue practising their speaking skills in everyday situations, such as at home, with friends, or during playtime.

Note: Repeat these activities periodically to reinforce and build upon the speaking skills of the learners.

Lesson 2 – READING (BLOCKS 1,2,3,4,5,6)

Topic (What)	Reading
Learner Outcomes (Why)	♥ Read through a phonetic approach, involving learning to decode words by sounding out each letter in sequence which can be done through a variety of activities, such as matching objects to their corresponding initial sound or playing word-building games
Age Group	4-5 years
Duration	Flexible

What should learners already know

Some phonetic sounds

Key Vocabulary

Decode

Lesson (How)

Materials Required

- Picture cards with objects and corresponding initial sounds (e.g., cat, dog, hat, etc.)
- Letter cards
- Whiteboard and markers
- Word-building game materials (e.g., magnetic letters, letter blocks, or letter tiles)
- Worksheets or activity sheets (optional)

Opening

- Introduce the concept of phonics, explaining that it is a way to help us read and spell words.
- Show them the picture cards and discuss the objects and their initial sounds.
- Engage learners by asking questions like:
 - ♥ "Can anyone tell me what sound the word 'cat' starts with?"
 - ♥ "Can you think of any other words that start with the 'c' sound?"

Activity 1

- Distribute picture cards among learners, making sure each learner has at least one card.
- Display the letter cards one at a time and ask them to identify the initial sound of each letter.
- Instruct them to find the picture card that matches the initial sound and place it next to the corresponding letter.
- Encourage them to share their answers and provide positive feedback.

Activity 2

- Explain that they will play a game where they will build words using the letter cards.
- Distribute letter cards to each learner, ensuring that they have a mix of consonants and vowels.
- Demonstrate how to build a simple word, such as "cat," by sounding out each letter and blending the sounds together.
- Encourage them to take turns creating their own words by arranging the letter cards.
- Provide guidance and support as needed and praise their efforts.

Extension Activity

- Provide worksheets or activity sheets where learners can practise sounding out and writing words.
- Create a phonics corner with various objects and pictures. Learners can sort objects based on their initial sounds.
- Read simple phonics-based books together, emphasising letter sounds and decoding words.

Consolidation

- Review the letter sounds and words that they have learned.
- Ask individual learners to sound out and read simple words using the letter cards or the word-building game materials.
- Provide positive reinforcement and encouragement.

Note: Remember to adjust the activities and pace according to learners' needs and attention spans. Make the lesson interactive and engaging by incorporating songs, chants, or additional hands-on activities as necessary.

Lesson 10 – WRITING (BLOCKS 3,4,5,6)

Topic (What)	Writing
Learner Outcomes (Why)	♥ Write some irregular common words
Age Group	4-5 years
Duration	Flexible

What should learners already know

How to write cvc words

Key Vocabulary

Irregular common words

Lesson (How)

Materials Required

- Flashcards with irregular common words (examples: go, have, do, say, make, eat, get, see, find, give)
- Whiteboard or paper
- Markers
- Picture cards representing the irregular words (optional)
- Craft supplies (paper, glue, scissors, crayons, etc.)
- Storybooks featuring irregular words (optional)

Opening

- Ask learners if they know what irregular words are.
- Explain that irregular words are words that do not follow the usual spelling or pronunciation patterns.
- Show them a few examples of irregular common words on flashcards, such as "go," "have," and "say."
- Engage learners in a short discussion about these words, encouraging them to share their thoughts and experiences.

Activity 1

- Display the flashcards on a whiteboard or paper where all learners can see them.
- Pronounce each word clearly and ask them to repeat after you.
- Use the flashcards to explain the meaning of each word, providing simple definitions or examples in simple language.
- For reinforcement, show picture cards representing the irregular words and ask learners to match them with the corresponding flashcards.

Activity 2

- Engage learners in interactive activities to reinforce their understanding of the irregular words.
- Play "Simon Says," using the irregular words, e.g., "Simon says, 'Go touch your nose'" or "Simon says, 'Have a big smile.'"
- Encourage them to come up with their own sentences using the irregular words.
- Create a "Word Hunt" game where learners search for objects that match the irregular words, e.g., find something to eat, something you can see, etc.

Activity 3

- Provide learners with craft supplies and ask them to create illustrations or collages representing the irregular words.
- Encourage them to use their imagination and creativity while making their artwork.
- Allow them to share their creations with their peers, giving them an opportunity to explain how their artwork relates to the irregular words.

Consolidation

- Recap the irregular common words covered during the lesson.
- Encourage learners to practise using these words in their everyday conversations.
- Recommend reading storybooks that include the irregular words to reinforce their understanding.

Lesson 6 – NUMBER (BLOCKS 4,5,6)

Topic (What)	Number
Learner Outcomes (Why)	♥ Use counting on and numbers knowledge for simple addition using objects
Age Group	4-5 years
Duration	Flexible

What should learners already know

1 more than and 1 less than

Key Vocabulary

Addition

Lesson (How)

Materials Required

- A variety of small objects (such as counting bears, buttons, or toy cars)
- Large sheet of paper or whiteboard
- Markers or chalk
- Number flashcards (0-10)
- Worksheets for practice (optional)

Opening

- Show learners the objects you have brought and briefly explain that they will be learning about adding objects together.
- Review counting from 1 to 10 using number flashcards, encouraging them to count along.
- Distribute a small number of objects to each learner (around 5-10) and encourage them to explore and play with them.
- Ask questions to stimulate their thinking, such as:
 - ♥ "How many objects do you have?"
 - ♥ "Can you count them?"

Activity 1

- Write the symbol "+" on the whiteboard or paper and explain that it represents addition.
- Use simple language to introduce the concept of combining two groups of objects to find out how many there are in total.
- Give a visual example by drawing two sets of objects on the board and counting them together.
- Have learners pair up with a partner.
- Instruct each pair to select a small number of objects (3-5) and place them in a line.
- Explain the "counting on" strategy: One partner will start counting from one and the other partner will continue counting from where the first partner left off.
- Have them practise counting on together a few times.

Activity 2

- Pair up the learners again and distribute a set of objects to each pair (around 5-10).
- Instruct them to count the objects in their set and then combine their sets with their partner's set using the counting on strategy.
- Encourage them to count the total number of objects after combining the sets and help them if needed.

Extension Activities

- Provide worksheets for additional practice, using visuals and objects to reinforce the concept of addition.
- Encourage learners to create their own addition stories using objects and illustrate them.
- Play simple addition games, such as "Roll and Add" using dice or "Addition Hopscotch" using numbered mats.

Consolidation

- Ask a few volunteers to share their answers and explain how they found the total number of objects.
- Recap the concept of addition using the symbol "+" and congratulate them on their learning and effort.
- Summarise by briefly reiterating the importance of counting and combining objects to find the total.

Lesson 4-SHAPE,SPACE&MEASUREMENT (BLOCKS 3,4,5,6)

Topic (What)	Space
Learner Outcomes (Why)	♥ Understand and use basic positional language, such as on top of, below, beside, in front of, and behind, to describe the position of objects in relation to each other
Age Group	4-5 years
Duration	Flexible

What should learners already know

Should know top and bottom

Key Vocabulary

Below, beside, top of, bottom, beside, in front of, behind

Lesson (How)

Materials Required

- Various objects of different shapes and sizes (e.g., blocks, toys, stuffed animals)
- Large play mat or designated play area
- Flashcards or pictures illustrating positional words
- Music player and upbeat songs (optional)

Opening

- Gather learners together and begin by asking them about their favourite toys or objects they like to play with.
- Show them pictures or flashcards of different positional words (on top of, below, beside, in front of, and behind) and briefly explain what each word means using simple and clear language.
- Encourage them to repeat the words after you and demonstrate the actions associated with each word (e.g., placing a toy on top of a table, standing behind a chair).

Activity 1

- Select one object and place it in a specific position, such as on top of a box.
- Invite a volunteer to come forward and identify the position of the object using the correct positional word.
- Repeat the process with different objects and positions, allowing multiple learners to participate.
- Gradually increase the complexity of the positions (e.g., between two objects, beside a specific toy).

Activity 2

- Provide each learner with a set of objects (blocks, toys, etc.) and explain that they will now have the chance to explore and use the positional words themselves.
- Give a specific instruction using one of the positional words (e.g., "Place the blue block in front of the red block") and encourage them to follow the instruction by arranging their objects accordingly.

Activity 3

- Clear the play area and place a large play mat or designate a specific area for the next activity.
- Play upbeat songs and invite learners to participate in a movement game related to positional words. For example, you could sing a song like "Hokey Pokey" and encourage them to put their hands, feet, or whole bodies in different positions (on top of, below, beside, in front of, and behind).
- Ensure that they have fun while actively experiencing the positional words.

Consolidation

- Review the positional words covered during the lesson.
- Encourage learners to share what they learned and their favourite part of the lesson.
- Summarise the main points and let them know that they will have more opportunities to practise and explore positional language in future activities.

Note: Adding visual aids, gestures, and interactive elements can enhance engagement and understanding.



5-8 YEAR OLDS

Lesson Plans



#BELIEVE IN YOURSELF

Lesson 13 – SELF-GROWTH (BLOCK 6)

Topic (What)	Self-Growth
Learner Outcomes (Why)	♥ Develop a growth mindset and become more resilient by learning from failures and setbacks
Age Group	5-8 years
Duration	Flexible

What should learners already know

Something they can do or say to show they understand growth mindset

Key Vocabulary

Resilient, failures, setbacks

Lesson (How)

Materials Required

- Picture books about perseverance and growth mindset (e.g., "The Dot" by Peter H. Reynolds).
- Whiteboard or flip chart.
- Markers.
- Sticky notes.
- Drawing materials (coloured pencils, crayons, etc.).
- Index cards.

Opening

- Gather learners together and explain that they will talk about having a growth mindset and learning from failures and setbacks.
- Show learners a picture book that emphasises the importance of perseverance and positive thinking.
- Ask learners if they have ever experienced failure or faced challenges.

Activity 1

- Define a growth mindset as the belief that abilities and intelligence can be developed through effort, practice, and learning.
- Engage learners in a discussion:
- Ask what they think it means to have a growth mindset.
- Explain the difference between a growth mindset and a fixed mindset (e.g., a fixed mindset believes abilities are fixed and unchangeable).
- Give examples of situations where someone with a growth mindset would respond differently than someone with a fixed mindset.
- Provide real-life examples of famous individuals who faced failures and setbacks but persisted to achieve success (e.g., Thomas Edison, J.K. Rowling).
- Emphasise that everyone can develop a growth mindset.

Activity 2

- Explain that failures and setbacks are valuable learning experiences.
- Give each learner a sticky note and ask them to think of a recent challenge or failure they faced.
- Have them write or draw their challenges on the sticky notes.
- Ask learners to come to the whiteboard and stick their notes under the heading "Challenges and Setbacks."
- Discuss the challenges as a group, focusing on what they learned from those experiences and how they can improve next time.

Activity 3

- Discuss the importance of resilience in facing challenges.
- Explain that resilience means bouncing back from setbacks and not giving up.
- Have learners brainstorm strategies to develop resilience, such as seeking help, practising patience, staying positive, and trying different approaches.
- Write down their ideas on the whiteboard or flip chart.
- Encourage learners to share personal stories of times they showed resilience.

Consolidation

- Distribute index cards to each learner.
- Instruct learners to write or draw one thing they will do differently the next time they face a challenge or setback.
- Collect the index cards and briefly discuss a few of their responses as a group.
- Summarise the main points and reinforce the idea that failures and setbacks are opportunities for growth.
- Conclude by reminding learners to embrace a growth mindset and be resilient in the face of challenges.

Lesson 20 – UNDERSTANDING OUR WORLD (BLOCK 6)

Topic (What)	Beyond Earth
Learner Outcomes (Why)	♥ Become aware about astronomy, including the tools and techniques used to observe and learn about objects in space
Age Group	5-8 years
Duration	Flexible

What should learners already know

Some facts about different planets

Key Vocabulary

Astronomy, tools, techniques

Lesson

(How)

Materials Required

- Picture cards of different astronomical objects (e.g., planets, stars, galaxies)
- Flashlight
- Paper plates
- Scissors
- Pencils or markers
- Stickers or glue
- Binoculars (optional)
- Telescope (optional)

Opening

- Begin by asking learners if they have ever looked up at the sky and wondered about the things they see.
- Tell learners that they will learn about astronomy, which is the study of objects in space like stars, planets, and galaxies.

Activity 1

- Show picture cards of different astronomical objects one by one.
- Ask learners if they can identify the objects and encourage them to share any interesting facts they may know.
- Briefly explain each object and its characteristics, keeping the information simple and age appropriate.

Activity 2

- Distribute paper plates, scissors, and pencils/markers to each learner.
- Instruct learners to draw a big circle on their paper plates, representing the moon.
- Guide them to cut out the circle.
- Explain the different phases of the moon (new moon, crescent, half-moon, full moon) and how they occur.
- Demonstrate how to make the moon phases by shading different parts of the circle using pencils or markers.
- Encourage learners to create their own moon phases on the paper plates and decorate them with stickers or glue.

Activity 3

- Dim the lights in the room and distribute flashlights to each learner.
- Explain that constellations are groups of stars that form pictures in the sky.
- Turn on the flashlights and demonstrate how to create a constellation on the wall or ceiling by connecting the dots with the light.
- Encourage learners to make their own constellations by connecting stars with their flashlights.

Activity 4

- If available, show learners a pair of binoculars and explain that they can be used to observe objects in the sky, just like a telescope.
- Demonstrate how to hold the binoculars steadily and look through them.
- If possible, direct their attention to a distant object (e.g., a tree or building) and ask them to describe what they see.

Consolidation

- Gather learners back together and ask them what they learned about astronomy and the tools and techniques used to observe space.
- Encourage them to share any new or interesting things they discovered during the activities.
- Conclude by emphasising the importance of curiosity and exploration in learning about the universe.

Lesson 12 – ART and DESIGN (BLOCK 5)

Topic (What)	Art and Design
Learner Outcomes (Why)	♥ Experiment and take risks with their art
Age Group	5-8 years
Duration	Flexible

What should learners already know

Different techniques in art

Key Vocabulary

Experiment, risks

Lesson

(How)

Materials Required

- Various art supplies, such as paints, markers, crayons, coloured pencils, oil pastels, glue, scissors, and paper
- Smocks or old shirts to protect clothes
- Different types of paper, including drawing paper, construction paper, and watercolour paper
- Optional: Additional materials for mixed media art, such as collage materials, fabric scraps, yarn, or recycled objects
- Inspirational images or art examples for discussion (can be printed or shown on a screen)

Opening

- Gather learners in a designated area for art activities.
- Begin by discussing the concept of experimenting and taking risks in art. Explain that artists often try new things and take chances to create unique and exciting artworks.
- Show some inspirational images or art examples to spark their interest and stimulate their imagination.
- Emphasise that in these art sessions, they will have the freedom to try different techniques and be adventurous with their creativity.

Activity 1

- Give each learner a piece of blank paper and a crayon or marker.
- Instruct them to make a random scribble or squiggle on the paper.
- Explain that their challenge is to transform the scribble into something recognisable by adding lines, shapes, and details.
- Encourage them to experiment with different ideas and turn the scribble into an imaginative artwork.
- Allow them to share and discuss their creations with the group afterward.

Activity 2

- Set up different art stations with various supplies, such as paints, markers, coloured pencils, and collage materials.
- Explain that each station represents a different art technique or medium they can experiment with.
- Encourage learners to rotate between stations, spending time at each one.
- At each station, provide a brief demonstration of how to use the materials and encourage learners to try different approaches.
- Remind them that mistakes and unexpected outcomes are part of the artistic process and should be celebrated.
- Encourage them to take risks, combine different materials, and explore their own ideas freely.
- Walk around the room, offering guidance, praise, and asking open-ended questions to stimulate their thinking.

Extension Activities

- Create a collaborative artwork where learners work together on a large canvas or mural.
- Invite a local artist to visit them and share their experiences with experimenting and taking risks in their artwork.
- Organise an art exhibition to showcase learners' experimental artworks to their families and peers.

Consolidation

- Gather learners together and allow them to share their favourite experiments or discoveries from the art session.
- Discuss the importance of taking risks and embracing the unexpected in art and other aspects of life.
- Highlight specific aspects of their artwork that demonstrate creativity and risk-taking.
- Offer positive feedback, praise their efforts, and celebrate their willingness to explore new ideas.
- Encourage them to continue experimenting and taking risks in their future art projects.

Lesson 12 – MAKERSPACE (BLOCKS 1,2,3,4,5,6)

Topic (What)	Makerspace
Learner Outcomes (Why)	♥ Communicate and collaborate skills by working together in a group, sharing ideas, and giving feedback to one another
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to work in a group

Key Vocabulary

Communicate, collaborate, feedback

Lesson (How)

- Blank sheets of paper
- Coloured pencils/markers
- Storytelling props (optional)
- Storytelling prompt cards (examples: "A day at the beach," "My favourite animal," "A trip to outer space")

Opening

- Divide learners into small groups of 3-4 members.
- Give each group a storytelling prompt card.
- Instruct the groups to take turns adding one sentence to create a collaborative story based on the given prompt.
- Encourage them to listen to each other's ideas and build upon them.

Activity 1

- Distribute blank sheets of paper and coloured pencils/markers to each learner.
- Explain that they will be creating their own stories and illustrations.
- Encourage them to think about the characters, setting, and plot.
- Remind them to communicate and collaborate with their group members, sharing ideas and giving feedback as they work on their stories.
- Circulate among the groups, offering guidance and support as needed.

Activity 2

- Gather learners back together.
- Invite each group to share their stories and illustrations with the rest of their peers.
- After each presentation, encourage learners to provide positive feedback, highlighting specific aspects they enjoyed.
- Emphasise the importance of respectful feedback and constructive criticism.

Extension Activities

- Encourage learners to create a collaborative storybook by combining all the individual stories and illustrations from their peers.
- Provide additional prompts or challenges to further develop their storytelling skills.
- Explore digital storytelling tools or apps that allow learners to create and share their stories online.

Consolidation

- Engage in a brief discussion about the experience.
- Ask learners how they felt working in groups, sharing ideas, and giving feedback.
- Highlight the importance of effective communication and collaboration skills in achieving a common goal.
- Conclude by expressing appreciation for their efforts and enthusiasm.

Lesson 3 – MUSIC and Drama (BLOCK 1)

Topic (What)	Music
Learner Outcomes (Why)	♥ Be aware of what others are playing
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to experiment with songs and music

Key Vocabulary

Being aware

Lesson

(How)

Materials Required

- Various musical instruments (e.g., drums, xylophones, tambourines, maracas, etc.)
- A large open space for movement and group activities
- Paper and pencils for reflection
- Optional: audio player and recorded music tracks

Opening

- Greet learners and briefly discuss the importance of listening and being aware of others' play in music.
- Share examples of situations where individuals playing different instruments or parts need to coordinate and listen to each other.

Activity 1

- Demonstrate a simple musical pattern using one of the instruments.
- Encourage learners to listen carefully and try to mimic the pattern using their own chosen instrument or voice.
- Repeat the process, allowing different learners to create and share their patterns.
- Emphasise the importance of active listening and observation during this activity.

Activity 2

- Distribute various musical instruments among learners.
- Explain that each learner will have a chance to play their instrument while the rest of the group listens.
- Encourage learners to pay attention to the unique sounds produced by each instrument and try to identify them.
- Discuss observations as a group, highlighting differences and similarities between the instruments.

Activity 3

- Divide learners into small groups of 3-4 learners.
- Instruct each group to select two or three different instruments from the provided collection.
- Encourage the groups to create a short musical piece by taking turns playing their chosen instruments.
- Remind learners to be aware of what others are playing and adjust their own playing accordingly.
- Allow each group to perform their composition to their peers.

Activity 4

- Provide each learner with a sheet of paper and a pencil.
- Ask them to write or draw about their experience during the lesson.
- Discuss how being aware of what others are playing enhances the overall musical experience and teamwork.

Extension Activities

- Play recorded music tracks for learners to identify the different instruments being played.
- Explore different music genres and discuss how musical awareness applies to each.
- Invite a guest musician or local band to perform for learners, emphasising the importance of teamwork and listening in their performance.

Consolidation

- Encourage learners to listen to others play their music and give positive feedback.
- Thank learners for their participation and enthusiasm.

Lesson11 - HEALTHY RELATIONSHIPS(BLOCK 4)

Topic (What)	Healthy Relationships
Learner Outcomes (Why)	♥ Understand and empathise with others' emotions and perspectives
Age Group	5-8 years
Duration	Flexible

What should learners already know

What opinions and feelings are

Key Vocabulary

Empathise, emotions, perspectives

Lesson

(How)

Materials Required

- Picture books with diverse characters and themes (e.g., "The Invisible Boy" by Trudy Ludwig, "The Feelings Book" by Todd Parr)
- Art supplies (crayons, markers, paper)
- Index cards or small slips of paper
- Scenario cards (prepared in advance, each describing a situation that elicits a specific emotion)
- Emotion flashcards (optional)

Opening

- Begin by engaging learners in a brief discussion about feelings and emotions. Ask questions like:
 - ♥ "What are some emotions you've felt before?"
 - ♥ "Why is it important to understand how others feel?"
- Explain that they will learn about understanding and empathising with others' emotions and perspectives.

Activity 1

- Read a picture book that focuses on emotions and diverse perspectives.
- As you read, pause at appropriate moments to ask questions, and encourage learners to identify and discuss the emotions the characters are experiencing.
- After reading, facilitate a short discussion about how different characters might have different perspectives and feelings.

Activity 2

- Distribute art supplies (paper, crayons, markers) to each learner.
- Ask learners to draw faces that represent different emotions (e.g., happy, sad, angry, surprised) on separate sheets of paper.
- Once they complete their drawings, ask volunteers to share their illustrations and explain why they chose certain features to depict specific emotions.

Activity 3

- Give each learner an index card or a small slip of paper.
- Ask them to write or draw something that makes them feel happy, sad, or angry on the index card.
- Collect the cards and shuffle them.
- Distribute one card to each learner (not their own) and ask them to read or observe what's on the card.
- Instruct learners to imagine how the person who wrote/drew that feels and discuss with a partner why they think the person feels that way.

Activity 4

- Introduce scenario cards that describe different situations and emotions (e.g., a child drops their ice cream, a friend gets a new toy, someone loses a game).
- Divide learners into small groups and distribute the scenario cards among them.
- In their groups, learners discuss how the characters in the scenarios might be feeling and why.
- Ask each group to share their ideas with the rest of their peers, emphasising the importance of considering different perspectives.

Extension Activities

- Role-play: Divide learners into pairs and give them different scenarios to act out, encouraging them to consider different emotions and perspectives.
- Emotion flashcards: Show flashcards with different emotions to learners and have them discuss situations that might cause each emotion.

Consolidation

- Lead a discussion on what they learned about understanding and empathising with others' emotions and perspectives.
- Ask questions like:
 - ♥ "Why is it important to understand how others feel?"
 - ♥ "How can we show empathy towards others?"
 - ♥ "How can understanding others' perspectives help us build relationships?"

Note: Adjust the duration of activities based on the pace and engagement level of your learners. It's important to create a safe and supportive environment where learners feel comfortable expressing their thoughts and emotions.

Lesson 1 – EMOTIONAL WELL-BEING (BLOCK 1)

Topic (What)	Emotional Well-being
Learner Outcomes (Why)	♥ Recognise their own strengths and achievements and have a positive view of themselves and their abilities
Age Group	5-8 years
Duration	Flexible

What should learners already know

One of their strengths

Key Vocabulary

Strengths, achievements, positive view, abilities

Lesson

(How)

Materials Required

- Chart paper or whiteboard
- Markers or coloured pencils
- Sticky notes
- Construction paper
- Scissors
- Glue sticks

Opening

- Gather learners together and begin by asking them if they know what "strengths" and "achievements" mean.
- Explain that strengths are things they are good at, and achievements are things they have accomplished or done well.
- Encourage learners to share examples of their strengths and achievements and provide positive feedback for their responses.

Activity 1

- Show the chart paper or whiteboard and write the word "Strengths" at the top.
- Ask learners to brainstorm different strengths they have individually.
- Write their responses on the chart paper or whiteboard.
- Discuss each strength, asking follow-up questions to help them understand why they consider it a strength.

Activity 2

- Show the chart paper or whiteboard and write the word "Achievements" at the top.
- Explain that achievements can be big or small, and can include things they have learned, things they have created, or personal goals they have accomplished.
- Give examples to help them understand, such as learning to tie their shoes, finishing a puzzle, or helping a friend.
- Ask learners to share their own achievements and write them on the chart paper or whiteboard.
- Encourage each learner to explain why they are proud of their achievement.

Activity 3

- Distribute construction paper, scissors, glue sticks, and markers or coloured pencils to each learner.
- Instruct them to cut out pictures from magazines or draw pictures that represent their strengths.
- They can also write or draw words that describe their strengths.
- Assist learners as needed and encourage creativity.
- After they have completed their collages, have them share their work with their peers, explaining the meaning behind their choices.

Activity 4

- Distribute sticky notes to each learner.
- Ask them to write positive affirmations about themselves or their abilities on the sticky notes.
- Encourage them to think about their strengths and achievements when writing their affirmations.
- Once they have written their affirmations, have them stick the notes to their clothes or on a designated "Affirmation Board" in the room.
- Create a positive and supportive environment by allowing learners to read each other's affirmations and offer words of encouragement.

Extension Activities

- Encourage learners to continue adding to their collages or creating new ones as they discover more strengths.
- Implement a "Learner Spotlight" system to regularly acknowledge and celebrate individual strengths and achievements.
- Introduce the concept of teamwork by discussing how different strengths can complement each other in group activities or projects.

Consolidation

- Gather learners back together back and ask them to share one strength they have discovered about themselves.
- Reinforce the importance of recognising their strengths and achievements and remind them to celebrate and be proud of themselves.
- Conclude by praising each learner individually for their unique strengths and achievements.

Lesson 5 – PHYSICAL WELL-BEING (BLOCK 2)

Topic (What)	Physical Well-being
Learner Outcomes (Why)	♥ Show awareness of the importance of getting enough sleep for their physical and mental health
Age Group	5-8 years
Duration	Flexible

What should learners already know

Importance of personal hygiene

Key Vocabulary

Physical and mental health

Lesson (How)

Materials Required

- Large poster board or whiteboard
- Markers or coloured pencils
- Picture cards depicting various sleep-related activities
- Printed copies of a simple sleep-themed colouring sheet for each learner
- Storybook about sleep (e.g., "The Sleep Book" by Dr. Seuss)

Opening

- Begin by gathering learners together.
- Ask learners if they know what sleep is and why it is important.
- Engage learners in a short discussion about sleep, encouraging them to share their experiences and thoughts.
- Explain to learners that they will be creating a mind map together about sleep.
- Draw a large circle on the poster board or whiteboard and write "Sleep" inside.
- Ask learners to suggest words or phrases related to sleep and its importance and write them around the circle. Examples: rest, dreams, bedtime, energy, growth, concentration, health, relaxation, etc.

Activity 1

- Show picture cards depicting various sleep-related activities.
- Explain that they will play a matching game where they have to match each activity to whether it is good or bad for sleep.
- Divide learners into small groups or pairs and distribute the cards.
- Have learners take turns placing the cards under the correct category (good or bad for sleep) on the floor or table.
- Discuss the choices as a group and explain why certain activities are good or bad for sleep.

Activity 2

- Gather learners in a cosy reading area.
- Read a sleep-themed storybook aloud, such as "The Sleep Book" by Dr. Seuss.
- Pause at certain points to ask questions, make connections, and engage learners in discussions about the importance of sleep.

Consolidation

- Bring learners back together and briefly recap what they have learned about the importance of sleep.
- Ask them to share one thing they will do to ensure they get enough sleep for their physical and mental health.
- Thank learners for their participation and remind them that good sleep habits contribute to their overall well-being.

Lesson 3 – NUTRITION (BLOCK 1)

Topic (What)	Nutrition
Learner Outcomes (Why)	♥ Recognise which types of food and drinks are healthy and unhealthy
Age Group	5-8 years
Duration	Flexible

What should learners already know

Basic food groups

Key Vocabulary

Types of food, healthy, unhealthy

Lesson (How)

Materials Required

- Pictures or illustrations of various food and drink items (both healthy and unhealthy)
- Large poster paper or whiteboard
- Markers or coloured pencils
- Index cards or small pieces of paper
- Healthy and unhealthy food sorting cards (optional)
- Healthy food pyramid chart (optional)

Opening

- Begin by engaging learners in a discussion about food and drinks.
- Ask questions like:
 - ♥ "What are some of your favourite foods and drinks?"
 - ♥ "Do you know which foods are good for your body and which are not?"
 - ♥ "Why do you think it's important to eat healthy foods?"
- Encourage learners to share their thoughts and experiences.

Activity 1

- Show pictures or illustrations of different food and drink items, both healthy and unhealthy.
- Display the large poster paper or whiteboard and divide it into two columns labelled "Healthy" and "Unhealthy."
- Ask learners to identify each item and place it in the appropriate column, explaining why they chose that category.
- Discuss their choices as a group, highlighting the characteristics of healthy and unhealthy foods and drinks.
- Emphasise the importance of moderation when consuming unhealthy items.

Activity 2

- Distribute index cards or small pieces of paper to each learner.
- Ask them to draw or write the names of different foods or drinks they know, one on each card.
- Instruct learners to come to, one by one, place their cards under the correct category (healthy or unhealthy) on the poster paper or whiteboard.
- Discuss their choices as a group, encouraging explanations and clarifications.

Activity 3

- Introduce the concept of a healthy food pyramid.
- Show an example of a healthy food pyramid chart or draw a simple one on the whiteboard.
- Explain the different food groups and their importance in a balanced diet.
- Discuss examples of foods that belong to each food group and where they should be placed on the pyramid.

Extension Activities

- Conduct a "Healthy Snack" challenge where learners bring in a healthy snack option to share with the group.
- Create a display showcasing healthy food choices and their benefits.
- Engage learners in a cooking activity where they can prepare a simple, healthy recipe together.

Consolidation

- Recap the main points discussed, emphasising the difference between healthy and unhealthy foods and drinks.
- Summarise the importance of making healthy food choices for overall well-being.
- Encourage learners to share their newfound knowledge with their families and friends.

Note: It is crucial to consider any food allergies or dietary restrictions among learners when planning activities involving food. Always prioritise the safety and well-being of your learners.

Lesson 4 – SPORTS and DANCE (BLOCK 1)

Topic (What)	Sports and Dance
Learner Outcomes (Why)	♥ Develop better coordination and balance in dance, which can benefit their overall physical health
Age Group	5-8 years
Duration	Flexible

What should learners already know

Some basic dance moves

Key Vocabulary

Coordination, balance, dance

Lesson (How)

Materials Required

- Open space for movement
- Music player and upbeat dance music
- Cones or markers for creating a boundary
- Scarves or ribbons (optional)

Opening

- Start with a short warm-up to get learners' bodies moving and ready for dance.
- Lead them through simple stretching exercises, such as arm circles, leg swings, neck rolls, and toe touches.
- Encourage them to move in a controlled manner and emphasise the importance of warming up to prevent injuries.

Activity 1

- Explain the importance of coordination and balance in dance and how it can benefit their overall physical health.
- Discuss how coordination involves using different body parts together, and balance helps maintain stability while moving.
- Highlight the fun and creative aspects of dance and how it allows us to express ourselves.

Activity 2

- Divide learners into pairs or small groups.
- Set up a boundary using cones or markers to give learners a designated area for movement.
- Demonstrate various coordination exercises, such as hopping on one foot while clapping hands, skipping while touching opposite elbows, or performing simple dance steps like grapevines.
- Encourage learners to practise these exercises in their groups, focusing on coordinating their movements.

Activity 3

- Introduce balance activities to further develop learners' skills.
- Demonstrate exercises like balancing on one foot with arms extended, walking along a straight line, or performing slow and controlled turns.
- Provide modifications or support for learners who may find balance challenging.
- Encourage learners to challenge themselves while maintaining proper posture and control.

Activity 4

- Teach a short and simple dance routine that incorporates coordination and balance.
- Choose age-appropriate music and break down the routine into manageable sections.
- Practise the routine together, emphasising coordination and balance throughout the movements.
- Encourage learners to express themselves creatively while maintaining good technique.

Extension Activity

- For an additional challenge, you can provide scarves or ribbons for learners to incorporate into their dance routine. The flowing fabric adds an element of coordination and balance as learners move while holding the scarf or ribbon.

Consolidation

- Lead learners through a cool-down routine, including gentle stretches to relax their muscles.
- Gather learners together to reflect on the lesson.
- Ask questions like:
 - ♥ "What did you learn about coordination and balance in dance?"
 - ♥ "How can dance benefit your overall physical health?"
- Give learners an opportunity to share their thoughts and experiences.

Note: Adjust the activities and difficulty level based on the abilities and needs of your learners. Encourage a supportive and inclusive atmosphere throughout the activities.

Lesson 5 – BASIC LIFE SKILLS (BLOCK 4)

Topic (What)	Basic Life Skills
Learner Outcomes (Why)	♥ Know how to identify common injuries like cuts, bruises and burns and be aware of how to clean and dress a wound, what to do in case of an emergency, and how to call for help
Age Group	5-8 years
Duration	Flexible

What should learners already know

That they need help if injured or in an emergency

Key Vocabulary

Injuries, wound, emergency

Lesson (How)

Materials Required

- Visual aids (pictures or illustrations of common injuries)
- Bandages
- Sterile gauze pads
- Antiseptic wipes
- First aid manual or poster
- Toy or real phone or picture of a phone

Opening

- Greet learners and gather them together.
- Ask them if they have ever had an injury like a cut, bruise, or burn.
- Explain that they will be learning about common injuries, how to clean and dress a wound, what to do in case of an emergency, and how to call for help.
- Show visual aids or pictures of common injuries such as cuts, bruises, and burns.
- Ask learners to identify and name each injury.
- Discuss how these injuries can happen during play or accidents.
- Encourage learners to share their own experiences if they feel comfortable.

Activity 1

- Explain the importance of cleaning and dressing a wound to prevent infection.
- Demonstrate the steps for cleaning and dressing a wound using sterile gauze pads and antiseptic wipes.
- Involve learners by asking them to repeat each step as you demonstrate.
- Allow learners to practise on their own or with a partner, using bandages and gauze pads.

Activity 2

- Discuss what an emergency is and examples of emergencies (e.g., someone getting seriously hurt, a fire, etc.).
- Teach learners the following steps in case of an emergency:
 - ❖ Stay calm and find a safe place.
 - ❖ Call for help or ask a trusted adult to call for help.
 - ❖ Explain the importance of providing clear information to the person on the other end of the line (address, type of emergency, etc.).
- Show a real or toy phone or a picture of a phone and demonstrate how to make an emergency call.
- Allow learners to practise making a pretend emergency call using the toy phone or a picture.

Consolidation

- Recap the key points, including identifying common injuries, cleaning, and dressing wounds, and what to do in case of an emergency.
- Answer any questions learners may have.
- Encourage learners to share what they learned with their parents or caregivers.
- Thank learners for their participation and engagement.

Note: Ensure that the activities and materials used are age-appropriate and supervised by adults or teachers to maintain a safe learning environment.

Lesson 5 – PROJECT-BASED LEARNING (BLOCK 4)

Topic (What)	Project-Based Learning
Learner Outcomes (Why)	♥ Be aware of entrepreneurship and discuss how passion can lead to successful businesses
Age Group	5-8 years
Duration	Flexible

What should learners already know

What their passion is

Key Vocabulary

Entrepreneurship, business

Lesson (How)

Materials Required

- Whiteboard or flip chart
- Markers or chalk
- Storybooks about entrepreneurs (e.g., "The Lemonade War" by Jacqueline Davies)
- Small pieces of paper or index cards
- Arts and crafts supplies (coloured pencils, construction paper, glue, scissors)
- Chart paper or poster board
- Pictures of various entrepreneurs (optional)

Opening

- Begin the lesson by asking learners if they have ever heard the word "entrepreneur." Write the word on the whiteboard or flip chart.
- Facilitate a short discussion to elicit their prior knowledge about entrepreneurship.
- Ask questions like:
 - ♥ "What do you think an entrepreneur is?"
 - ♥ "Can you give any examples of entrepreneurs you know or have heard of?"
 - ♥ "What do you think entrepreneurs do?"

Activity 1

- Explain to learners that an entrepreneur is someone who starts their own business and takes risks to make it successful.
- Engage learners in a storytelling activity by reading a book about entrepreneurship or sharing real-life stories of successful entrepreneurs.
- After reading, discuss the stories and ask questions such as:
 - ♥ "What did the entrepreneurs in the story do?"
 - ♥ "What problems did they solve?"
 - ♥ "How did their passion help them succeed?"
- Write down their responses on the whiteboard or flip chart.

Activity 2

- Distribute small pieces of paper or index cards to each learner.
- Instruct them to write or draw their own business idea that they are passionate about.
- Encourage creativity and remind them that it can be something small or big.
- Allow learners to share their ideas with their peers if they feel comfortable doing so.

Activity 3

- Lead a discussion about passion and how it can lead to success in business. Ask questions like:
 - ♥ “Why is passion important when starting a business?”
 - ♥ “How does passion help someone overcome challenges or setbacks?”
 - ♥ “Can you think of any famous entrepreneurs who followed their passion and achieved success?”
- Write down key points on the whiteboard or flip chart.

Activity 4

- Provide art supplies and ask each learner to create a collage that represents an entrepreneur or their business idea.
- They can cut out pictures from magazines, draw, or use any other materials to express their ideas visually.
- Display their collages on a chart paper or poster board.

Extension Activities

- Invite a local entrepreneur to visit and share their personal journey, experiences, and insights.
- Learners can prepare questions in advance to ask the guest entrepreneur.
- Alternatively, learners can research and create short presentations on famous entrepreneurs they find inspiring.

Consolidation

- Recap the main points discussed.
- Emphasise the importance of following one's passion and believing in oneself.
- Congratulate learners on their creativity and entrepreneurial thinking.

Lesson 11 – GARDENING (BLOCK 5)

Topic (What)	Gardening
Learner Outcomes (Why)	♥ Plan and plant their garden of which they have agreed
Age Group	5-8 years
Duration	Flexible

What should learners already know

What type of garden they prefer

Key Vocabulary

Plan, plant

Lesson

(How)

Materials Required

- Seeds or seedlings of various plants (vegetables, herbs, flowers, etc.)
- Gardening tools (shovels, watering cans, gloves, etc.)
- Soil or potting mix
- Containers or garden beds
- Markers, stickers, or craft supplies for garden decoration
- Chart paper or whiteboard for brainstorming and planning
- Camera or smartphone for documenting the process (optional)

Opening

- Begin by discussing the importance of plants and gardens, explaining that they will be creating their very own garden.
- Engage learners in a brainstorming session to gather ideas about what plants they would like to grow. Write down their suggestions on chart paper or a whiteboard.
- Discuss different types of plants, such as vegetables, fruits, herbs, and flowers, and their specific requirements.
- Explain the importance of considering factors like sunlight, water, and space when choosing plants.
- Encourage learners to vote for their favourite plants from the list and narrow down the choices to a few that are feasible for your gardening space.

Activity 1

- Review the plants chosen in the previous session and discuss the space requirements and growing conditions for each.
- Provide a layout of the garden area, whether it's containers or garden beds, and discuss how to arrange the plants to maximize growth.
- Involve learners in drawing a simple garden plan, indicating where each plant will be placed.
- Discuss the importance of companion planting (plants that benefit each other) and introduce the concept of plant spacing to ensure healthy growth.
- Encourage learners to contribute ideas for garden decoration, such as colourful markers or handmade signs.

Activity 2

- Take learners to the garden area and explain the process of preparing the soil or potting mix.
- Demonstrate how to loosen the soil, remove weeds, and add compost or fertilizer if necessary.
- Involve learners in the process, allowing them to take turns using gardening tools and assisting with soil preparation.

Activity 3

- Provide each learner with a small container or garden bed section for their chosen plant(s).
- Explain the proper planting techniques for each type of plant and demonstrate how to plant the seeds or seedlings.
- Encourage learners to take turns planting their chosen plants, ensuring they handle them with care.
- Help learners create plant labels using craft supplies or pre-made labels. Ask them to write the names of their plants on the labels.

Activity 4

- Teach learners about the importance of watering, sunlight, and weeding in maintaining a healthy garden.
- Establish a watering schedule and assign responsibilities to different learners for watering the plants.
- Monitor the growth of the plants and involve learners in regular observations and discussions about their progress.
- Encourage learners to document the growth of their plants through drawings or photographs.
- Discuss the role of patience and perseverance in gardening, as plants take time to grow and mature.
- Celebrate milestones and achievements, such as the first sprout or the first harvest.

Extension Activities

- Conduct simple experiments to explore concepts like the effect of sunlight or the role of water in plant growth.
- Organise a garden-themed art and craft session where learners can create garden-themed artworks or plant markers.
- Arrange a garden-themed storytelling session, sharing books that revolve around gardens, plants, and nature.
- Involve parents or guardians in a garden showcase event, where learners can proudly display their garden and share their experiences.

Consolidation

- Summarise the discussions and decisions made by learners regarding the type of garden they are planning and planting.
- Emphasise the importance of teamwork and compromise in the planting process.

Lesson 5 – COOKING (BLOCKS 1,2,3,4,5,6)

Topic (What)	Cooking
Learner Outcomes (Why)	♥ Know about food storage and preservation
Age Group	5-8 years
Duration	Flexible

What should learners already know

To store some foods in the fridge

Key Vocabulary

Food storage, preservation

Lesson

(How)

Materials Required

- Various food items (e.g., fruits, vegetables, bread, cheese)
- Ziplock bags
- Aluminium foil
- Plastic containers
- Refrigerator (if available)
- Paper and crayons/markers
- Whiteboard or paper
- Pictures or illustrations of different food storage methods (optional)

Opening

- Begin by asking learners about their favourite foods.
- Discuss the importance of keeping food fresh and safe to eat.
- Explain that they will learn about different methods to store and preserve food.
- Conduct a brainstorming session with learners, asking them to name different ways they think food can be stored or preserved.
- Write down their responses on a whiteboard or paper.
- Encourage creativity and guide them to think of methods like refrigeration, canning, drying, and freezing.

Activity 1

- Set up different exploration stations with the materials listed above.
- Divide learners into small groups and rotate them through the stations.
- At each station, demonstrate a specific food storage or preservation method and explain how it works.
 - ❖ Station 1: Refrigeration
 - ❖ Station 2: Freezing
 - ❖ Station 3: Canning (simulated with plastic containers or jars)
 - ❖ Station 4: Drying (using aluminium foil to dry fruit or vegetables)
 - ❖ Station 5: Ziplock bags (for short-term storage)
- Allow learners to handle the materials and participate in the demonstrations under adult supervision.
- Encourage them to ask questions and discuss their observations.

Activity 2

- Gather learners together and facilitate a discussion about their experiences at the exploration stations.
- Ask them to share what they learned and which methods they found most interesting.
- Discuss the advantages and disadvantages of each method.
- Emphasise the importance of proper food storage and preservation for maintaining freshness and preventing food waste.

Activity 3

- Distribute paper and crayons/markers to each learner.
- Instruct them to draw a picture depicting their favourite food and how they would store or preserve it.
- Encourage creativity and allow them to share their drawings with the group if they wish.

Extension Activities

- Invite a guest speaker, such as a local farmer or a nutritionist, to talk to learners about the importance of fresh food and different methods of food preservation.
- Additionally, you can organise a field trip to a local farm or a food storage facility to provide hands-on experiences and reinforce the concepts learned.

Consolidation

- Recap the main points discussed.
- Highlight the importance of storing and preserving food to avoid waste and ensure food safety.
- Thank learners for their participation and curiosity.

Lesson 6 – COMMUNITY AWARENESS (BLOCK 3)

Topic (What)	Community Awareness
Learner Outcomes (Why)	♥ Understand and discuss ways in which communities can work together to help the environment
Age Group	5-8 years
Duration	Flexible

What should learners already know

That there are different communities

Key Vocabulary

Communities, work together

Lesson (How)

Materials Required

- Pictures or videos showcasing environmental issues and community activities.
- Drawing materials (paper, crayons, markers, etc.).
- Eco-friendly craft materials (recycled items, eco-glue, etc.).
- Storybooks related to the environment and community cooperation.

Opening

- Gather learners together and start with a short discussion about their favourite outdoor activities.
- Ask questions to gauge their understanding of the environment and what it means to them.
- Show pictures or short videos of beautiful natural places and discuss why it's essential to take care of them.

Activity 1

- Introduce the topic of "Working Together for the Environment."
- Explain what a community is and how it includes families, friends, neighbours, centres, and local organisations.
- Tell them that just like superheroes, they can be "Eco-Heroes" by protecting the environment.

Activity 2

- Read a relevant storybook that highlights how a community comes together to protect the environment.
- Discuss the characters' actions and how they help the environment.
- Ask learners how they felt about the story and what they learned from it.

Activity 3

- Divide learners into small groups and provide them with eco-friendly craft materials.
- Instruct each group to create a unique craft that represents an eco-friendly solution for a specific environmental issue (e.g., recycling, saving water, planting trees).
- Encourage creativity and teamwork during the crafting process.
- Have each group present their eco-friendly craft and explain the environmental issue it addresses.
- Encourage the other learners to ask questions and offer positive feedback.

Extension Activity

- Ask learners to draw a picture or write a short paragraph about what they can do as Eco-Heroes to help the environment. They can share their creations to their peers.

Consolidation

- Summarise the key points discussed.
- Emphasise the importance of teamwork and how communities working together can make a significant impact on the environment.
- Assign a simple eco-friendly challenge for learners to practise at home with their families, like turning off lights when not in use or using reusable water bottles.

Lesson 8 – KNOWLEDGE TRANSFER (BLOCKS1,2,3,4,5,6)

Topic (What)	Knowledge Transfer
Learner Outcomes (Why)	♥ Understand how everyone can collaborate and work together to help the environment
Age Group	5-8 years
Duration	Flexible

What should learners already know

What collaborate means

Key Vocabulary

Work together, help, environment

Lesson

(How)

Materials Required

- Large poster paper
- Coloured markers
- Pictures or drawings related to the environment (e.g., animals, trees, pollution)
- Storybook about teamwork and environmental protection
- Craft materials (optional)

Opening

- Begin by gathering learners together and asking them if they know what the environment is and why it's important to take care of it.
- Show them pictures or drawings of different aspects of the environment and briefly discuss them, such as plants, animals, clean water, and fresh air.

Activity 1

- Read a storybook about teamwork and environmental protection. Choose a book suitable for their age group that emphasises the importance of working together to solve environmental issues.
- During the reading, pause at certain points to ask questions and engage learners in the story.

Activity 2

- Lead a group discussion about the story, focusing on the importance of collaboration and teamwork to help the environment.
- Ask learners how they felt when the characters in the story worked together and achieved their goal.
- Encourage them to think of examples from their own experiences where they worked as a team.

Activity 3

- Divide learners into small groups (4-5 per group).
- Give each group a large poster paper and coloured markers.
- Instruct learners to work together to create a collaborative drawing or poster that shows how they can help the environment as a team.
- For example, they could draw themselves planting trees, picking up litter, or turning off lights when not in use.
- Each group should also come up with a team name related to the environment (e.g., Eco Warriors, Green Team).

Activity 4

- Have each group present their collaborative poster to the rest of the group.
- Encourage learners to explain their drawing and the actions they've depicted to help the environment.
- Praise their teamwork and highlight the positive impact they can make when working together.
- Summarise the main lesson points: "We can all be environmental superheroes when we work together!"

Extension Activity

- Engage learners in a simple craft activity related to environmental protection, such as making recycled art using old materials or creating seed bombs to plant in a designated area.

Consolidation

- By engaging learners in collaborative activities and emphasising teamwork, they will understand how collective efforts can lead to a positive impact on the environment.
- Encourage them to continue discussing and acting together to protect our planet for future generations.

Lesson 1 – GIVING BACK (BLOCKS1,2,3,4,5,6)

Topic (What)	Giving Back
Learner Outcomes (Why)	♥ Discuss what it means to give back and why it is important and understand that giving back can mean donating time, money, or resources to help others
Age Group	5-8 years
Duration	Flexible

What should learners already know

A little about giving back

Key Vocabulary

Donating, time, money, resources

Lesson (How)

Materials Required

- Whiteboard or flipchart
- Markers
- Pictures or props depicting different ways of giving back (e.g., helping a friend, donating toys, volunteering at a shelter)
- Construction paper
- Scissors
- Glue
- Stickers and art supplies
- Storybook about giving back (e.g., "The Giving Tree" by Shel Silverstein)

Opening

- Gather learners together and start with a brief discussion about what it means to "give back."
- Ask questions to gauge their prior knowledge:
 - ♥ "Have you ever helped someone?"
 - ♥ "How did it make you feel?"
 - ♥ "Have you received help from someone else?"
- Introduce the concept of giving back as a way of helping others in need and making a positive impact on their lives.

Activity 1

- Show learners pictures or use props to illustrate different ways of giving back (e.g., sharing toys, helping a friend with their chores, giving clothes to those in need, etc.).
- Engage in a group discussion about the various ways they can give back and help others. Encourage them to share their own ideas and experiences.
- Write down their suggestions on the whiteboard/flipchart to refer to later.
- Have each group share their solutions with the rest of their peers. Prompt them to explain how they came up with the ideas and what tools or resources they used.

Activity 2

- Provide each learner with construction paper, scissors, glue, stickers, and art supplies.
- Ask them to create a "Giving Back" poster or card, illustrating one or more ways they can give back to their community or help others.
- Encourage them to use their creativity and imagination while making their artwork.
- Allow some time for learners to share their creations with the rest of their peers, explaining what they depicted and why it's essential to give back.

Activity 3

- Read a storybook about giving back, such as "The Giving Tree" by Shel Silverstein, and use it as an opportunity to reinforce the importance of helping others and the joy of giving.

Extension Activity

- Suggest that learners find one way to give back during the week, and they can share their experiences in the next session.

Consolidation

- Gather learners back together and recap what they've learned about giving back.
- Emphasise that giving back can be done through different means: donating time, money, or resources, and that every small act of kindness matters.
- Encourage learners to practise giving back in their daily lives and discuss how it can create a positive impact on others and themselves.

Note: Always be sensitive to individual situations and ensure that no learner feels pressured to contribute financially if they are unable to do so. The emphasis should be on fostering empathy, kindness, and the spirit of giving back in age-appropriate ways.

Lesson 19 – SPEAKING AND LISTENING (BLOCK 6)

Topic (What)	Speaking and Listening
Learner Outcomes (Why)	♥ Practise active listening skills, such as maintaining eye contact and responding appropriately to what is being said
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to listen

Key Vocabulary

Maintaining eye contact, responding appropriately

Lesson (How)

Materials Required

- Picture cards with simple scenes or objects (e.g., a beach, a dog, a ball)
- Whiteboard and markers
- Storybook with engaging and age-appropriate content
- Props for interactive activities (e.g., puppets, stuffed animals)

Opening

- Begin by gathering learners together.
- Ask learners if they know what active listening is. Discuss briefly and explain that it means paying full attention to the person who is speaking.
- Introduce the concept of maintaining eye contact as a part of active listening.
- Explain that when we look at someone while they're talking, it shows that we are interested in what they are saying.

Activity 1

- Show learners a picture card and ask one learner to describe what they see to the rest of the group.
- Encourage the listeners to maintain eye contact with the speaker while they talk.
- After the description, ask the listeners questions about the picture to ensure they were actively listening.

Activity 2

- Gather learners together and read an engaging storybook aloud. Pause at certain points and ask questions related to the story to encourage active listening.
- Use props, such as puppets or stuffed animals, to act out parts of the story.
- Encourage learners to respond and engage with the characters.
- After the story, have a short discussion about the characters, events, and key points to assess their listening comprehension.

Activity 3

- Pair up learners and give them a topic to talk about. For example:
 - ♥ "What is your favourite animal and why?"
- Each learner takes turns speaking while their partner practises maintaining eye contact and listening attentively.
- After a few minutes, have the pairs switch roles.

Extension Activity

- Ask learners to practise active listening at home by having a conversation with a family member or friend and sharing their experiences in the next session.

Consolidation

- Gather learners back together and have a brief discussion about what they learned.
- Emphasise the importance of active listening in building good relationships and understanding others.
- Provide positive feedback and praise for their efforts in practising active listening skills.

Lesson 13 – READING (BLOCK 6)

Topic (What)	Reading
Learner Outcomes (Why)	♥ Begin to predict and make simple inferences based on what they have read
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to read a story based on their reading abilities

Key Vocabulary

Predict, inferences

Lesson (How)

Materials Required

- Age-appropriate storybook
- Whiteboard and markers
- Sticky notes
- Pictures or visuals related to the story
- Chart paper and markers

Opening

- Begin by discussing with learners what it means to "predict" and "make inferences." Use simple language and provide examples they can relate to.
- Read a short section or chapter from the chosen storybook to the group.
- Pause and ask learners to share their predictions about what might happen next.
- Write these predictions on the whiteboard.

Activity 1

- Continue reading the story, stopping at key points where predictions can be made.
- After each pause, ask learners to explain why they made the prediction they did, encouraging them to refer to details from the text.
- Read on to see if any predictions come true, discussing the outcomes with learners.

Activity 2

- Divide learners into small groups.
- Provide each group with a different picture related to the story (or a different scene from the storybook).
- Have the groups work together to create a short skit or dialogue that predicts what might happen next based on the picture. Encourage them to use the story's context and their imaginations.
- Allow each group to present their skit to their peers.

Activity 3

- Lead a discussion on the importance of using details from the text to make predictions and inferences.
- Highlight how predictions can change as the story unfolds and new information is revealed.

Extension Activity

- Assign learners to read a short paragraph or page from the story at home.
- Have them write down a prediction or inference they can make based on what they read.
- Discuss their predictions in the next session and compare them to the actual events in the story.

Consolidation

- Summarise the key points of the lesson and its objectives.
- Have learners write or draw a simple prediction for what might happen next in the story.
- Display the predictions on a chart paper to refer to in future sessions.

Note: Ensure the story you choose is suitable for the age group and contains enough opportunities for predictions and inferences. Adapt the lesson plan as needed based on your learners' needs and the specific story you're using.

Lesson 11 – WRITING (BLOCK 5)

Topic (What)	Writing
Learner Outcomes (Why)	♥ Develop positive attitude towards writing
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to write a short story

Key Vocabulary

Positive attitude

Lesson

(How)

Materials Required

- Storybooks
- Drawing paper
- Crayons, markers, coloured pencils
- Writing journals or notebooks
- Sticky notes
- Story dice (optional)
- Soft background music (optional)

Opening

- Begin with a discussion on what writing is and why it's important. Share simple examples of writing such as letters, stories, and lists.
- Read a short, engaging story aloud to learners. Choose a story that is age-appropriate and captures the learners' attention.
- Ask open-ended questions to initiate a conversation about the story. For example:
 - ♥ "What did you like about the story?"
 - ♥ "What was your favourite part?"
 - ♥ "Can you imagine a different ending?"

Activity 1

- Have a bag filled with various objects (e.g., a toy car, a plush animal, a seashell). Ask each learner to randomly select an object from the bag.
- Have learners take turns creating a short imaginative story that incorporates the object they picked. Encourage them to use their creativity and imagination.
- As they share their stories, jot down a few sentences on the board to highlight their storytelling abilities. This will show them that their ideas are valuable and can be turned into written stories.

Activity 2

- Form small groups of 3-4 learners and provide each group with a piece of drawing paper and crayons/markers.
- Have each group start a collaborative story by drawing the beginning of a story scene. For example, they could draw a setting like a jungle or a castle.
- After a few minutes, ask the groups to rotate to the next paper and continue the story by drawing the next part. Repeat this process a few times until each group has contributed to each story.
- Gather learners together and have each group share one of the collaborative stories they created.

Activity 3

- Distribute writing journals or notebooks to each learner.
- Invite them to write and illustrate a short story inspired by the object they chose earlier or any other topic of their choice. Encourage them to use their imagination and creativity.
- Remind learners that their stories can be as short or as long as they want. The goal is to have fun while expressing their thoughts on paper.

Extension Activities

- Encourage learners to take their writing journals home and continue writing and illustrating stories.
- Provide them with a challenge or theme to work on throughout the week and have a follow-up session where they can share their extended stories with their peers.

Consolidation

- Have a "share and celebrate" session where a few learners volunteer to share their stories with their peers.
- Praise each learner's effort and creativity, emphasising the uniqueness of their stories.
- Conclude by reiterating the idea that writing is a wonderful way to express oneself and share imaginative ideas.

Note: Remember, the key to teaching young learners is to keep the activities engaging, interactive, and playful. By incorporating creative elements and appealing to their imagination, you'll help them develop their writing skills while having fun!

Lesson 14 – GRAMMAR (BLOCK 5)

Topic (What)	Grammar
Learner Outcomes (Why)	♥ Can distinguish between statements, questions, and commands
Age Group	5-8 years
Duration	Flexible

What should learners already know

What a question is

Key Vocabulary

Statements, questions, commands

Lesson (How)

Materials Required

- Large sheets of paper
- Markers
- Flashcards with various sentences (statements, questions, commands)
- Whiteboard and markers
- Storybooks or short passages

Opening

- Begin with a simple discussion about communication. Ask learners what different types of sentences they know (e.g., telling something, asking something, giving an order).
- Write down their responses on the whiteboard.

Activity 1

- Divide learners into small groups.
- Give each group a set of flashcards with sentences written on them. Some should be statements, some questions, and some commands.
- Instruct learners to work together to sort the sentences into three categories: statements, questions, and commands.
- Walk around the room to provide guidance and support as needed.

Activity 2

- Gather learners together.
- Explain that they will act out different types of sentences (statements, questions, commands), and learners need to guess which type of sentence you are acting out.
- Begin by demonstrating an action and saying a sentence, e.g., pretending to eat a sandwich and saying, "I am eating a delicious sandwich." Ask learners if it's a statement, question, or command.
- Repeat with a few more examples, encouraging learners to participate by taking turns acting out sentences as well.

Activity 3

- Read a short story or passage aloud to learners.
- After reading each sentence, ask them to raise their hands and identify whether the sentence was a statement, question, or command.
- Engage learners in discussions about how they knew which type of sentence it was.

Consolidation

- Gather learners back together as a whole group.
- Ask a few volunteers to share what they learned about statements, questions, and commands during the activities.
- Have a brief discussion about the importance of using different types of sentences in communication.

Note: By the end of this lesson, learners should have a clear understanding of the differences between statements, questions, and commands and be able to identify and create examples of each type of sentence.

Lesson 27 – NUMBER (BLOCK 6)

Topic (What)	Number
Learner Outcomes (Why)	♥ Divide using the 2,3,4,5,8 and 10 times tables
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to divide

Key Vocabulary

2,3,4,5,8 and 10 times tables

Lesson

(How)

Materials Required

- Multiplication table chart (2,3,4,5,8, and 10 times tables)
- Small manipulatives (e.g., counters, cubes, or buttons)
- Whiteboard and markers
- Interactive math game (online or physical)
- Worksheets with division problems
- Scissors, glue, and construction paper (for a craft activity)

Opening

- Begin by discussing multiplication briefly and its relationship to division.
- Show the multiplication table chart and explain that they can use these tables to help them divide numbers.

Activity 1

- Create a hopscotch grid on the floor using chalk or masking tape, with numbers from 2 to 10.
- Call out a number and have a learner jump to that number.
- Ask learner to divide the number they landed on by a number from the times tables (e.g., "You landed on 16. Divide it by 4.")
- Encourage learner to physically group the hops or jump to show division.
- Rotate learners and numbers, making it a fun and interactive math game.

Activity 2

- Distribute small manipulatives to each learner.
- Give them a division problem (e.g., $24 \div 3$) and ask them to represent it using the manipulatives.
- Guide them to create equal groups and count how many manipulatives are in each group.
- Repeat with different division problems, emphasising different times tables.

Activity 3

- Provide each learner with a worksheet containing division problems using the target times tables.
- After solving the problems, learners cut out the puzzle pieces and arrange them to form a complete picture.
- This activity reinforces division skills while incorporating a creative and hands-on element.

Activity 4

- Distribute construction paper, scissors, and glue to each learner.
- Instruct learners to create a "Division Robot" using the target times tables.
- They should cut out different parts of the robot (head, body, arms, legs) and label each part with a division problem.
- Encourage them to decorate their robots creatively.
- After assembling the robots, learners can share their creations and explain the division problems they used.

Consolidation

- Gather learners and review the key concepts learned.
- Emphasise the importance of practising division skills and using multiplication tables as tools.
- Invite learners to ask questions and share their favourite parts of the lesson.

Lesson 9 – MEASURES (BLOCK 5)

Topic (What)	Measures
Learner Outcomes (Why)	♥ Tell and write time using analogue and digital clocks for o'clock, half-past and quarter past times
Age Group	5-8 years
Duration	Flexible

What should learners already know

Can read simple times on clock

Key Vocabulary

Analogue, digital, o'clock, half-past, quarter past

Lesson

(How)

Materials Required

- Large analogue clock (with moveable hands)
- Digital clock display (or projector)
- Whiteboard and markers
- Cardboard clock cutouts (hour and minute hands attached with brads)
- Coloured construction paper
- Scissors and glue sticks
- Storybook (related to time)
- Music player and upbeat song (optional)

Opening

- Begin with a fun and engaging hook. Show a picture of a clock and ask learners if they know what it's used for. Discuss how we use clocks to know when certain activities or events happen.
- Introduce the terms "analogue clock" (with hands) and "digital clock" (numbers). Show examples of both types of clocks.

Activity 1

- Distribute cardboard clock cutouts to each learner.
- Guide learners in assembling the clock by attaching the hour and minute hands with brads.
- Have learners decorate the clock face with numbers and designs using coloured construction paper.
- This activity will reinforce the concept of clock hands and the placement of numbers.

Activity 2

- Divide learners into pairs.
- Give each pair a large analogue clock and a digital clock display (or use a projector).
- Call out different times (e.g., 3 o'clock, half-past 7, quarter past 2, etc.).
- Have one learner set the analogue clock to the correct time, while the other sets the digital clock to match.
- Rotate roles, allowing both learners to practise setting both types of clocks.

Activity 3

- Gather learners together and read a short storybook related to time. This story could involve characters going on adventures at different times of the day.
- During or after the story, engage learners in a brief discussion about the concept of time and the importance of telling time accurately.

Extension Activities

- For advanced learners, introduce "quarter to" times and have them practise setting the analogue and digital clocks accordingly.
- Have learners work in groups to create their own short plays or skits that involve characters scheduling activities at specific times of the day.
- Explore additional time-related vocabulary, such as "morning," "afternoon," "evening," and "night," and discuss activities that typically occur during each part of the day.

Consolidation

- Recap what learners learned during the lesson: telling and writing time using analogue and digital clocks for o'clock, half-past, and quarter-past times.
- Review the terms "analogue" and "digital" clocks, and reinforce the idea that clocks help us organise our day.
- Play an upbeat song related to time (e.g., "Hickory Dickory Dock") and have a mini dance party to celebrate the lesson.

Lesson 7 – SHAPE AND SPACE (BLOCK 4)

Topic (What)	Shape and Space
Learner Outcomes (Why)	♥ Identify whether angles are bigger than or less than a right angle
Age Group	5-8 years
Duration	Flexible

What should learners already know

What a right angle is

Key Vocabulary

Bigger than, less than

Lesson

(How)

Materials Required

- Large cutouts of a right angle (90 degrees)
- Small cutouts of angles (less than, equal to, or greater than a right angle)
- Cardboard protractors (for visual aid)
- Interactive whiteboard or chalkboard
- Markers or coloured pencils
- Angle worksheets (pre-made or you can create your own)

Opening

- Begin by discussing basic shapes with learners, focusing on angles and corners.
- Ask learners if they know what an angle is and if they have seen any right angles before. Provide examples of everyday objects with right angles (books, doors, windows).

Activity 1

- Show learners a large cutout of a right angle and explain that it measures exactly 90 degrees.
- Let learners explore the angle using the protractors and ask them to find other objects in the room with right angles.

Activity 2

- Distribute small cutouts of different angles to learners.
- Explain that they will work in pairs to sort the angles into three categories: angles smaller than a right angle, angles equal to a right angle, and angles larger than a right angle.
- Encourage them to use the cardboard protractors as a visual aid to help them determine the size of the angles.
- After sorting, have each pair share their categories with the group and explain their reasoning.

Activity 3

- Divide learners into two teams and explain that they'll be playing a game to compare angles.
- Display two angles on the interactive whiteboard or chalkboard. One angle should be less than a right angle, and the other should be greater than a right angle.
- Ask one learner from each team to come forward and decide which angle is bigger and which is smaller.
- Rotate learners until everyone has had a chance to participate.

Extension Activity

- For more advanced learners, introduce acute and obtuse angles and have them classify angles into these categories as well.

Consolidation

- Gather learners and recap what they've learned about right angles and comparing angles.
- Hand out angle worksheets. The worksheets should include various angles, and learners need to identify whether each angle is smaller than, equal to, or larger than a right angle.

Lesson 7 – FRACTIONS (BLOCK 4)

Topic (What)	Fractions
Learner Outcomes (Why)	♥ Order fractions with common denominators
Age Group	5-8 years
Duration	Flexible

What should learners already know

What a denominator is

Key Vocabulary

Order, common denominators

Lesson

(How)

Materials Required

- Fraction cards (prepared beforehand)
- Whiteboard and markers
- Fraction strips or visuals
- Construction paper
- Glue, scissors, and markers/crayons

Opening

- Begin by asking learners if they know what fractions are. Give a simple explanation using visuals like a pizza or a cake.
- Introduce the concept of fractions with common denominators. Explain that the denominator is the same for all fractions in this lesson.

Activity 1

- Divide learners into small groups and provide each group with a set of fraction cards.
- Each group should work together to order the fractions from least to greatest or greatest to least, depending on the instructions you give.
- After they've ordered their fractions, have each group share their solutions with their peers and explain their reasoning.

Activity 2

- Demonstrate the concept of ordering fractions using fraction strips. Use a whiteboard or a large sheet of paper to draw fraction strips.
- Choose a few fractions with common denominators and show how to arrange them from least to greatest using the fraction strips.
- Give each learner a set of fraction strips and ask them to work in pairs to order the fractions you provide.

Activity 3

- Hand out construction paper, glue, scissors, and markers/crayons to each learner.
- Ask learners to cut out different fractions from coloured construction paper and glue them onto their paper to create a fraction collage.
- Encourage them to order the fractions they've cut out from least to greatest or greatest to least.

Extension Activity

- For learners who grasp the concept quickly, introduce fractions with different denominators and guide them through finding equivalent fractions to make ordering more challenging.

Consolidation

- Gather learners and review the concept of ordering fractions with common denominators.
- Ask a few learners to share their fraction collages and explain the order they chose.
- Summarise by emphasising that ordering fractions becomes easier when the denominators are the same.

Lesson 1 – HANDLING-DATA (BLOCK 1)

Topic (What)	Handling-Data
Learner Outcomes (Why)	♥ Collect and record simple data by using a tally chart (e.g., favourite colours of peers)
Age Group	5-8 years
Duration	Flexible

What should learners already know

How to ask questions

Key Vocabulary

Collect, record, simple data, tally chart

Lesson

(How)

Materials Required

- Whiteboard and markers (or chart paper)
- Tally chart template (pre-drawn on the board or printed)
- Colourful markers, crayons, or coloured pencils
- Sticky notes or small pieces of paper in different colours
- Clipboard or hard surface to write on
- Stickers or stamps

Opening

- Begin by engaging learners in a discussion about favorite colours. Ask questions like:
 - ♥ "What is your favorite colour?"
 - ♥ "Why do you like that colour?"
 - ♥ "Do you think everyone has the same favorite colour?"
- This will help activate their prior knowledge and get them excited about the topic.

Activity 1

- Introduce the concept of a tally chart. Explain that it's a way to keep track of information by making marks (tallies) for each data point.
- Display a pre-drawn tally chart on the board with columns for different colours and a space for tally marks.
- Discuss how tally marks work. Show an example of tallying by drawing four vertical lines and then crossing them with a diagonal line to represent the fifth mark.
- Divide learners into small groups and provide each group with a clipboard, a sticky note or small piece of paper, and a writing tool.
- In their groups, have learners walk around and ask their peers about their favourite colour. They should record the data on the sticky note using tally marks.

Activity 2

- Bring learners back together and have each group share their tally charts. Discuss the different colours and how many tallies each colour received.
- As a group, count the tallies for each colour and record the total number of learners who chose each colour on the main tally chart displayed on the board.

Activity 3

- Discuss the data collected. Ask questions like:
 - ♥ "Which colour was the most popular?"
 - ♥ "Which colour was the least popular?"
 - ♥ "Can you compare the numbers of tallies for different colours?"
- Help learners interpret the data by discussing concepts like "more than," "less than," and "equal to." You can also introduce vocabulary related to data analysis, such as "frequency" and "data points."

Activity 4

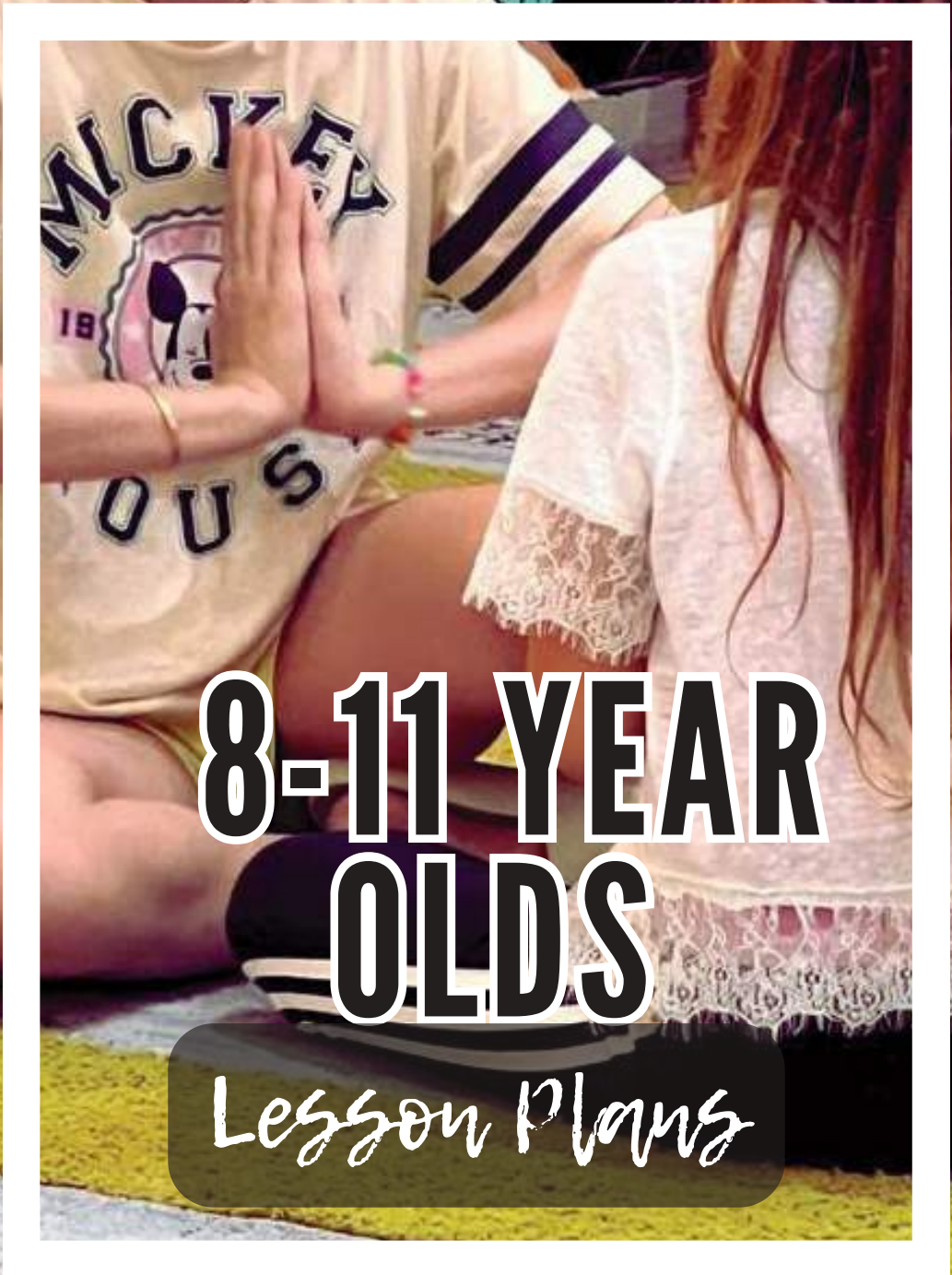
- Distribute colourful markers, crayons, or coloured pencils to learners.
- Allow each learner to choose a colour and decorate the tally chart by adding a small sticker or stamp next to the corresponding colour on the chart.

Extension Activity

- For advanced learners, introduce the concept of a bar graph and help them create one using the data collected. This will help them visualise the data in a different way and compare the popularity of colours more effectively.

Consolidation

- Recap by summarising what the learners have learned about tally charts and collecting data.
- Emphasise the importance of working together and sharing information to gather data accurately.



8-11 YEAR OLDS

Lesson Plans



#BELIEVE IN YOURSELF

Lesson 20 – SELF-GROWTH (BLOCK 6)

Topic (What)	Self-Growth
Learner Outcomes (Why)	♥ Understand how to behave safely and responsibly in different situations
Age Group	8-11 years
Duration	Flexible

What should learners already know

What keeping safe means

Key Vocabulary

Behave safely, responsibly, different situations

Lesson (How)

Materials Required

- Whiteboard and markers or a flipchart with markers.
- Sticky notes.
- Safety-themed props (e.g., helmet, reflective vest, first aid kit, flashlight).
- Cardboard cutouts or printouts of different situations (e.g., crossing the road, using the internet, playing near water).
- Art supplies (coloured pencils, markers, crayons, scissors, glue).
- A large open space for role-playing.

Opening

- Begin by discussing the concept of safety with learners. Ask them what "safety" means to them and why it's essential to be safe in different situations.
- Introduce the idea of "Safety Superheroes." Explain that they will become safety superheroes who know how to behave safely and responsibly in various situations.

Activity 1

- Divide learners into small groups and give each group a cardboard cutout or printout of a different situation (e.g., crossing the road, using the internet, playing near water).
- In their groups, have learners brainstorm potential safety hazards and responsible behaviours for their assigned situation. Encourage creativity and discussion.
- Each group presents their scenario and the safety measures they came up with to the rest of their peers.
- Create a safety tips poster on the whiteboard or flipchart as a group, summarising the key points from each scenario.

Activity 2

- Divide learners into small groups again.
- Provide each group with a safety-themed prop (e.g., a helmet, reflective vest, first aid kit, flashlight).
- In their groups, have learners create short skits where they act out a scenario from their brainstorming activity, incorporating the safety prop.
- Each group performs their skit for their peers, emphasising safe and responsible behaviours in their scenarios.

Activity 3

- Provide art supplies to learners and ask them to create safety posters based on the scenarios they discussed earlier. Encourage them to be creative and visually represent responsible behaviours.
- Once the posters are completed, have each learner present their poster to the group, explaining the safety message it conveys.

Consolidation

- Gather learners together and review the key safety tips discussed.
- Remind them that they are now Safety Superheroes who can make responsible choices in different situations to keep themselves and others safe.
- Encourage them to share what they've learned with their family and friends.
- Give each learner a Safety Superhero certificate as a reminder of their newfound safety knowledge.

Note: This creative lesson engages learners in active learning, allowing them to brainstorm, role-play, create, and share their safety knowledge while having fun. It emphasises the importance of behaving safely and responsibly in various everyday situations.

Lesson 24 – UNDERSTANDING OUR WORLD (BLOCK 6)

Topic (What)	Beyond Earth
Learner Outcomes (Why)	♥ Become familiar with the different types of telescopes used to observe space and understand how they work to capture images and data from distant objects
Age Group	8-11 years
Duration	Flexible

What should learners already know

What a telescope looks like

Key Vocabulary

Telescopes, images, data

Lesson

(How)

Materials Required

- Computer with internet access
- Projector or smartboard
- Images and videos of different telescopes
- Construction paper
- Coloured pencils, markers, and crayons
- Craft supplies (scissors, glue, etc.)
- Small mirrors
- Cardboard or shoeboxes
- Blank paper
- Telescopes or binoculars (optional)

Opening

- Begin by showing images and videos of various telescopes (e.g., Hubble Space Telescope, radio telescope, and reflecting telescope).
- Ask learners what they know about telescopes and what they think telescopes are used for.

Activity 1

- Show a brief video or animation explaining how telescopes work, including the basic principles of light gathering and magnification. You can use resources from reputable websites like NASA or educational YouTube channels.
- Lead a discussion about the importance of telescopes in space exploration.
- Discuss some famous discoveries made using telescopes and how they have expanded our understanding of the universe.

Activity 2

- Have learners draw their own telescope on a blank sheet of paper.
- Encourage them to label the parts of the telescope (e.g., lens, eyepiece, tube) and decorate it creatively.

Activity 3

- Review what they learned about telescopes in the previous activity.
- Ask a few learners to share their drawings and explain how their telescopes work.
- Show images and provide explanations for different types of telescopes: reflecting, refracting, radio, and space telescopes.
- Discuss the unique features and purposes of each type.

Activity 4

- Divide learners into small groups.
- Provide each group with a small mirror and a shoebox or cardboard.
- Instruct them to create a simple reflecting telescope model using these materials.
- Have them experiment with the angle of the mirror to understand how it reflects and magnifies light.

Activity 5

- Focus on space telescopes like the Hubble Space Telescope.
- Show images and videos of space telescopes in action and explain their role in space exploration.
- Discuss how they avoid interference from Earth's atmosphere.
- Have learners create their own "mini-Hubble" telescopes using construction paper, small mirrors, and craft supplies. They should design and decorate their space telescopes creatively.

Extension Activities

- Ask learners to research and write a short report on a famous discovery made using a specific type of telescope (e.g., Hubble's discovery of distant galaxies).
- They can also explore the careers of astronomers who have contributed to our understanding of space through telescopic observations.

Consolidation

- Allow each learner or group to present their space telescope models to their peers, explaining its features and how it works.
- Recap information learned.

Lesson 7 – ART and DESIGN (BLOCK 4)

Topic (What)	Art and Design
Learner Outcomes (Why)	♥ Develop basic sculpture techniques such as modelling, carving, and assembling using a variety of materials such as clay, papier-mâché, and found objects
Age Group	8-11 years
Duration	Flexible

What should learners already know

Basic art techniques

Key Vocabulary

Sculpture techniques, modelling, carving, assembling, clay, papier-mâché

Lesson (How)

Materials Required

- Clay (air-dry or oven-bake)
- Papier-mâché supplies (newspapers, flour, water, bowls)
- Found objects (small items like buttons, bottle caps, sticks, fabric scraps, etc.)
- Sculpting tools (plastic knives, wooden dowels, toothpicks)
- Acrylic paints and brushes
- Water and containers for mixing papier-mâché
- Aprons or old t-shirts to protect clothing
- Tables for working on
- Plastic wrap and Zip bags for storing unfinished clay sculptures
- Newspapers or plastic table covers to protect the workspace
- Display area (e.g., a table or wall) for showcasing the finished sculptures

Opening

- Begin with a brief discussion about sculptures and show examples from different artists or cultures.
- Explain the concept of basic sculpture techniques, including modelling, carving, and assembling.

Activity 1

- Discuss the properties of clay (texture, malleability).
- Provide each learner with a small piece of clay and demonstrate how to create simple shapes (e.g., animals, people, objects).
- Let learners explore modelling on their own, encouraging them to create something of their choice.

Activity 2

- While waiting for their sculptures to dry, introduce the concept of papier-mâché.
- Prepare a papier-mâché mixture (flour and water) and demonstrate how to create a simple papier-mâché form (e.g., a mask, small sculpture).
- Allow learners to start their own papier-mâché project using balloons or newspaper armatures.

Activity 3

- Review what they have learned so far.
- Check on the progress of their clay and papier-mâché sculptures and provide guidance as needed.
- Introduce found objects as a new sculpting element. Show examples and discuss how artists can use them to enhance their sculptures.
- Ask learners to bring in a few small found objects from home or provide a selection for them to choose from.
- Encourage learners to think about how they can incorporate these objects into their papier-mâché sculptures.
- Continue working on papier-mâché projects, integrating found objects into their designs.
- Discuss the importance of planning and creativity in sculpture.
- Allow time for learners to share their progress and ideas with their peers.

Activity 4

- Check on the progress of their papier-mâché projects. They should be dry and ready for the next step.
- Provide acrylic paints and brushes for learners to paint their sculptures.
- Encourage creativity in colour choices and details.
- While the sculptures dry, facilitate a group discussion about the creative process, the challenges they faced, and what they learned.

Consolidation

- Allow each learner to present their finished sculptures to the group, explaining their inspiration and the techniques they used.
- Create a display area for their sculptures, whether it's a dedicated table or a wall in the room.
- Celebrate their achievements with a mini art show for the centre or parents to attend, if possible.

Note: This lesson plan allows learners to explore various sculpture techniques and materials while fostering creativity and critical thinking. It also provides opportunities for self-expression and pride in their artistic accomplishments.

Lesson 8 – MAKERSPACE (BLOCKS 1,2,3,4,5,6)

Topic (What)	Makerspace
Learner Outcomes (Why)	♥ Choose materials to use based on sustainability of their properties
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to order main stages of making

Key Vocabulary

Materials, sustainability, properties

Lesson

(How)

Materials Required

- Various sustainable materials (e.g., cardboard, recycled paper, fabric scraps, wooden sticks, reusable containers, natural fibres, etc.)
- Non-sustainable materials (e.g., plastic, disposable items, non-recyclable materials, etc.)
- Scissors
- Glue
- Markers
- Rulers
- Safety goggles (if necessary)
- Printed images or information on sustainability
- Whiteboard or chalkboard
- Access to a computer with internet for research (if available)

Opening

- Start by discussing the concept of sustainability with learners.
- Ask questions to gauge their prior knowledge about sustainability and eco-friendly practices.
- Show images or provide examples of sustainable and non-sustainable materials, explaining the differences.
- Discuss the importance of making sustainable choices in our daily lives and how it can positively impact the environment.
- Set up a "Materials Exploration" station with a variety of both sustainable and non-sustainable materials.
- Place them on a table or in bins.

Activity 1

- In pairs or small groups, have learners explore and examine the materials. Encourage them to touch, feel, and compare the properties of each material.
- Ask learners to categorise the materials into two groups: sustainable and non-sustainable and explain why they made those choices.
- After the exploration, gather learners and have each group share their categorisations and reasons. Discuss as a group to ensure understanding.
- Once the groups have written down the stages, have them come up and place their cards on the board or poster paper, arranging them in the correct order for their chosen making process.
- Discuss as a large group to ensure everyone agrees on the order of stages for each making process. Correct any misconceptions or reorder if necessary.

Activity 2

- Explain that each group will now choose a sustainable material to create a simple maker project. Provide examples of projects, such as making recycled paper bookmarks, cardboard sculptures, or reusable fabric bags.
- Give learners time to plan and create their projects using the sustainable materials they chose. Circulate to help and answer questions.
- Encourage creativity and emphasise the importance of using sustainable materials in their projects.

Activity 3

- Have each group present their sustainable maker project to their peers, explaining why they chose the materials and how it relates to sustainability.
- Lead a discussion on what they learned about sustainability through this activity.
- Ask questions like:
 - ♥ “Why is it important to choose sustainable materials?”
 - ♥ “How can you apply what you've learned to make more sustainable choices in your daily life?”
- Show additional images or information about sustainability, emphasising the importance of reducing waste and conserving resources.

Extension Activity

- Invite a local environmental expert or advocate to visit the group and talk about sustainability and eco-friendly practices in more detail. This can provide a real-world perspective on the importance of sustainability.

Consolidation

- Summarise the key points and the importance of making sustainable choices in the maker space and beyond.

Lesson 11 – MUSIC and DRAMA (BLOCK 5)

Topic (What)	Drama
Learner Outcomes (Why)	♥ Work together as a team by practising cooperation, negotiation, and compromise, and by developing an understanding of their own roles and responsibilities
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to develop empathy

Key Vocabulary

Cooperation, negotiation, compromise

Lesson

(How)

Materials Required

- Open space for movement
- Props (e.g., hats, scarves, cardboard, etc.)
- Music player and a selection of adventure-themed music

Opening

- Begin by gathering learners in a circle.
- Explain that they are about to embark on an exciting adventure to an imaginary place called "Adventure Island." To get there, they must work together as a team and overcome various challenges.
- Stress the importance of cooperation, negotiation, and compromise in making the journey successful.

Activity 1

- Have learners stand in a circle.
- Choose one learner start counting from one. The next learner continues with the next number. However, if two learners speak at the same time, they must start over. This activity encourages listening and taking turns.

Activity 2

- Provide learners with props like hats and scarves to create their characters. Let them invent their characters and names.
- Describe the Adventure Island briefly and the challenges they might encounter (e.g., crossing a treacherous river, finding hidden treasures, etc.).
- Start the story by saying, "Once upon a time, on Adventure Island..." and introduce the first challenge. Let each learner add a sentence or two to the story, continuing from where the previous learner left off.
- Emphasise the need for cooperation and compromise when deciding the story's direction.

Activity 3

- Present a specific challenge from the story, such as crossing the treacherous river.
- Ask learners to brainstorm ideas on how to overcome this challenge, emphasising negotiation and compromise.
- Encourage them to take turns suggesting solutions and agree on the best course of action.

Activity 4

- Divide learners into smaller groups and assign roles within the story. Each group acts out their part, making decisions collectively and demonstrating how cooperation and negotiation can help overcome obstacles.

Activity 5

- Gather learners back together and discuss their experiences. Ask questions like:
 - ♥ “How did you feel when you had to cooperate with others?”
 - ♥ “What was the most challenging part of the adventure?”
 - ♥ “How did negotiation and compromise help the group succeed?”

Consolidation

- Bring the adventure to a close by summarising the story's conclusion.
- Thank learners for their cooperation and teamwork on Adventure Island.

Note: This creative drama lesson plan will not only teach learners about teamwork but also foster their creativity, imagination, and communication skills.

Lesson 8 – HEALTHY RELATIONSHIPS (BLOCK 4)

Topic (What)	Healthy Relationships
Learner Outcomes (Why)	♥ Recognise how attitude, behaviour and peer pressure can influence choices, including dealing with bullying
Age Group	8-11 years
Duration	Flexible

What should learners already know

The importance of working cooperatively whilst being fair

Key Vocabulary

Attitude, behaviour, peer pressure, choices, bullying

Lesson

(How)

Materials Required

- Whiteboard and markers or a chalkboard
- Visual aids (e.g., images or diagrams depicting bullying situations)
- Handouts with scenarios related to bullying and choices
- Art supplies for a creative activity (markers, coloured pencils, paper)

Opening

- Begin by asking learners to share examples of situations where they had to make a choice. Encourage them to discuss what influenced their decisions.
- Explain the lesson's objectives: to recognise the influence of attitude, behaviour, and peer pressure on choices, specifically when dealing with bullying.
- Display an image or diagram depicting a bullying situation on the board and ask learners to share their initial thoughts and feelings about it.

Activity 1

- Present a scenario related to attitude and behaviour, such as a learner choosing to stand up against bullying or remaining a bystander. Discuss the potential consequences of different attitudes and behaviours.
- Provide examples of positive and negative attitudes and behaviours, such as being kind, empathetic, or standing up for someone versus being mean or ignoring the problem.
- Ask learners to work in pairs or small groups to create short skits or role-play scenarios that demonstrate different attitudes and behaviours in response to bullying.
- After the skits, have a group discussion to identify the attitudes and behaviours they found most effective in addressing bullying.

Activity 2

- Discuss peer pressure and its influence on decision-making. Explain that peers can sometimes push us to make choices we might not want to make.
- Present a scenario involving peer pressure, such as a friend encouraging another to bully someone. Ask learners to discuss the scenario and the choices involved.
- Encourage learners to brainstorm strategies for resisting negative peer pressure and making positive choices. Write their suggestions on the board.

Activity 3

- Distribute handouts with various bullying scenarios and choices. Ask learners to read the scenarios and write down how they would respond in each situation.
- Afterward, discuss the choices they made in response to each scenario, emphasising the importance of standing up against bullying and choosing kindness.
- Conclude by sharing some practical strategies for dealing with bullying, such as talking to a trusted adult, using "I" statements, and practising empathy.

Activity 4

- Have learners engage in a creative activity, such as creating anti-bullying posters or drawing images that reflect the importance of positive attitudes and behaviours.

Extension Activity

- Ask learners to keep a journal of their daily experiences and the choices they make, reflecting on how attitude, behaviour, and peer pressure influence their decisions. They can share their insights and any challenges they face in the next session.

Consolidation

- Recap the key points, including recognising the impact of attitude, behaviour, and peer pressure on choices, particularly when dealing with bullying.
- Emphasise the importance of making positive choices, standing up against bullying, and supporting others in making good decisions.
- Encourage learners to share what they've learned with their friends and family, fostering a culture of kindness and empathy.

Lesson 9 – EMOTIONAL WELL-BEING (BLOCK 5)

Topic (What)	Emotional Well-being
Learner Outcomes (Why)	♥ Make responsible, informed decisions relating to medicine, alcohol, tobacco, and other substances and drugs
Age Group	8-11 years
Duration	Flexible

What should learners already know

The difference between physical, emotional, and mental well-being

Key Vocabulary

Responsible, informed decisions, medicine, drugs, alcohol, tobacco, substances

Lesson (How)

Materials Required

- Whiteboard and markers
- Age-appropriate videos and images
- Handouts on drug facts
- Small group discussion cards
- Art supplies (paper, markers, crayons)
- Role-playing scenarios

Opening

- Start by discussing the importance of making responsible and informed decisions about substances like medicine, alcohol, tobacco, and drugs.
- Engage learners in a discussion by asking open-ended questions like:
 - ♥ "What is medicine, and when is it appropriate to use it?"
 - ♥ "Do you know what alcohol and tobacco are?"
 - ♥ "What do you think the word 'drug' means?"
- Show age-appropriate images or videos that depict the different substances.

Activity 1

- Distribute handouts with facts about various substances (medicine, alcohol, tobacco, and drugs). Ensure the information is presented in a child-friendly manner.
- Allow learners to read through handout and ask questions.

Activity 2

- Divide learners into small groups.
- Provide discussion cards with scenarios related to making choices about substances.
- In their groups, learners should discuss how they would respond to these scenarios and why.
- Each group shares one scenario and the conclusions they reached with their peers.
- Encourage open discussion and ask if anyone had a different perspective on the scenario.

Activity 3

- Conduct a role-playing activity where learners can practise saying "no" to peer pressure in a safe and controlled environment.
- Provide various scenarios for them to act out, including situations where they are offered substances or faced with peer pressure.

Activity 4

- Have learners create art pieces that depict responsible and informed choices regarding substances.
- They can draw or write about a time when they made a responsible decision or what they learned.

Extension Activity

- As an optional extension, assign a task where learners can discuss the lesson with their family and bring back a note about what they learned or discussed at home.

Consolidation

- Summarise the key points of the lesson.
- Emphasise the importance of making responsible and informed choices when it comes to substances.
- Encourage learners to ask for help and talk to trusted adults when faced with difficult decisions.

Note: This lesson plan helps learners understand the importance of making responsible decisions regarding substances, equipping them with knowledge and skills to resist peer pressure and seek help when necessary.

Lesson 8 – PHYSICAL WELL-BEING (BLOCK 4)

Topic (What)	Physical Well-being
Learner Outcomes (Why)	♥ Know about, recognise and understand changes that occur during puberty
Age Group	8-11 years
Duration	Flexible

What should learners already know

Basic knowledge of anatomy and physiology

Key Vocabulary

Changes, puberty

Lesson (How)

Materials Required

- Whiteboard and markers
- Posters or visual aids showing diagrams of the male and female reproductive systems
- Age-appropriate books or pamphlets about puberty
- Art supplies (coloured pencils, markers, paper)
- Index cards

Opening

- Begin by discussing the concept of growth and change.
- Ask learners if they have experienced any changes in their bodies or emotions as they've gotten older. Use this discussion to introduce the topic of puberty.

Activity 1

- Present a simple diagram of the male and female reproductive systems. Explain that during puberty, the body goes through a series of changes, some of which are specific to boys, while others are specific to girls.
- Discuss the following points:
 - ❖ Growth of body hair
 - ❖ Changes in voice (for boys)
 - ❖ Development of breasts (for girls)
 - ❖ Menstruation (for girls)
 - ❖ Growth spurts

Activity 2

- Discuss the emotional changes that can occur during puberty, such as mood swings, increased independence, and developing a sense of identity.
- Emphasise that these changes are normal and part of growing up.
- Allow learners to ask questions about puberty.
- Create a safe and non-judgmental environment where they can ask anything they're curious about. If you don't know the answer to a question, promise to find out and share the information later.

Activity 3

- Distribute index cards to each learner and ask them to write down one thing they have learned today about puberty or one question they still have. Collect the cards anonymously.
- Have learners participate in an art activity where they draw a representation of themselves before and after puberty. This can be a creative and fun way for them to express what they've learned.

Activity 4

- Provide learners with age-appropriate books or pamphlets about puberty that they can take home and share with their parents or guardians.
- Encourage them to continue asking questions and seeking information.

Extension Activities

- You can consider having a follow-up lesson where learners can anonymously submit more questions that may have arisen after the first session.
- Additionally, you can invite a school nurse or counsellor to address any health-related questions or concerns about puberty. It's important to create a supportive and open environment for learners as they navigate this transitional period in their lives.

Consolidation

- Summarise the key points, emphasising what learners have learned about changes that occur during puberty.
- Provide learners with age-appropriate books or pamphlets about puberty that they can take home and share with their parents or guardians.
- Encourage them to continue asking questions and seeking information.

Note: This lesson plan aims to make learning about anatomy and physiology engaging and memorable for learners while allowing them to explore the human body through various activities.

Lesson 8 – NUTRITION (BLOCK 5)

Topic (What)	Nutrition
Learner Outcomes (Why)	♥ Develop an awareness of their own dietary needs
Age Group	8-11 years
Duration	Flexible

What should learners already know

That different seasons affect growth

Key Vocabulary

Awareness, dietary needs

Lesson

(How)

Materials Required

- Large poster paper
- Markers, coloured pencils, and crayons
- Magazines or printouts of food images
- Scissors and glue
- Whiteboard and markers
- Index cards
- Play food items (optional)

Opening

- Begin with a brief discussion about why eating a variety of foods is important for their health.
- Introduce the concept of food groups (vegetables, fruits, grains, proteins, dairy) and briefly explain their roles in a balanced diet.

Activity 1

- Divide learners into small groups and provide each group with magazines or printouts of food images.
- Instruct learners to categorise the images into the five food groups on the large poster paper using markers or cutouts.
- Each group should present their poster to their peers, explaining why they placed each item in a specific food group.

Activity 2

- Set up a relay race with index cards featuring different food items and their nutritional information (e.g., apple - vitamin C, broccoli - fibre, fish - protein).
- Each team member must run to the board, read a card, and write the nutrient on the board before the next team member goes.

Activity 3

- Provide each learner with a blank plate outline.
- Using magazines or printouts, learners cut out and glue pictures of food onto their plates, creating a balanced meal that includes items from each food group.
- Encourage creativity and discussion about why certain foods were chosen.
- Invite learners to showcase their imaginary balanced meals to their peers.
- Discuss the importance of balance, variety, and moderation in food choices.

Extension Activities

- Have a "Healthy Snack Day" where learners bring in and share nutritious snacks.
- Organise a visit from a nutritionist or chef to talk to learners about healthy eating.
- Conduct a gardening activity where learners plant and grow their own fruits or vegetables.

Consolidation

- Ask learners to reflect on what they learned about their dietary needs during the lesson.
- Discuss the importance of making healthy food choices and how it contributes to overall well-being.
- Assign a simple, fun task, such as keeping a food diary for a day and noting the different food groups they consume.

Note: This lesson plan aims to engage learners through hands-on activities, collaboration, and creative expression, fostering an awareness of their dietary needs in a memorable and enjoyable way.

Lesson 14 – SPORTS and DANCE (BLOCK 1,2,3,4,5,6)

Topic (What)	Sports and Dance
Learner Outcomes (Why)	♥ Explore creativity through movement and have fun
Age Group	8-11 years
Duration	Flexible

What should learners already know

Some outdoor and adventurous activities

Key Vocabulary

Explore, creativity, movement, fun

Lesson

(How)

Materials Required

- Open space for movement
- Music player with a variety of upbeat and diverse music
- Scarves, ribbons, or other colourful props
- Large sheets of paper and markers
- Costumes or dress-up items (optional)
- Camera or smartphone for recording the final dance creations

Opening

- Gather learners in a circle and discuss the importance of creativity and self-expression.
- Explain that they will explore creativity through movement and have a lot of fun.
- Warm-up: Start with a simple stretching routine to prepare their bodies for movement. Encourage them to reach for the sky, touch their toes, and rotate their arms.

Activity 1

- Play different types of music (fast, slow, instrumental, etc.).
- Let learners dance freely around the space, encouraging them to express themselves through movement.
- Introduce scarves or ribbons as props to enhance their movements.

Activity 2

- Divide learners into small groups.
- Provide each group with a large sheet of paper and markers.
- Ask them to create a simple story or theme on the paper that they will turn into a dance.
- Each group takes turns performing their dance while the others guess the story or theme.

Activity 3

- Set up a costume station with various dress-up items.
- Each learner can choose or create a costume that represents a character or idea for their dance.
- Encourage them to think about how their chosen costume influences their movements.

Activity 4

- Teach learners a simple dance routine or provide them with basic dance moves.
- Allow each learner or group to modify the routine to fit their chosen theme or story.
- Practise the dances individually or in small groups.

Consolidation

- Have each group or learner perform their final dance for the others.
- Record the dances and play them back for reflection and discussion.
- Discuss what they enjoyed about the activity and how they expressed creativity through movement.
- Conclude the lesson by emphasising the importance of self-expression and creativity.

Note: This lesson plan aims to engage learners in a creative and dynamic way, fostering self-expression and teamwork through movement.

Lesson 8 – BASIC LIFE SKILLS (BLOCK 3)

Topic (What)	Basic Life Skills
Learner Outcomes (Why)	♥ Understand the basic concepts of entrepreneurship
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to reflect on their own spending habits

Key Vocabulary

Basic concepts, entrepreneurship

Lesson

(How)

Materials Required

- Whiteboard or paper
- Markers
- Storybook or video about a young entrepreneur
- Craft materials for logo design
- Play or real money
- Props for mini market (tables, signs, etc.)

Opening

- Begin with a brief discussion about what learners know about business and money.
- Introduce the concept of entrepreneurship and explain that it involves starting and running a business.
- Share simple examples of child-friendly businesses, like lemonade stands or handmade crafts.

Activity 1

- Engage learners in a brainstorming session to generate business ideas.
- Encourage creativity and emphasise that businesses can solve problems or fulfil needs in the community.
- Write down their ideas on a board or large paper.

Activity 2

- Read a short story or show a video about a young entrepreneur to provide real-life context.
- Discuss the challenges and successes faced by the character in the story.

Activity 3

- Divide learners into small groups.
- Each group will create their own business idea, considering the product or service, target audience, and how they will stand out.
- Provide materials for them to sketch a logo and design a simple business plan.

Activity 4

- Each group will have the opportunity to pitch their business idea to their peers.
- Emphasise the importance of clear communication and enthusiasm in a pitch.
- Encourage learners to ask questions and provide feedback.

Activity 5

- Set up a mini market where each group can showcase their product or service.
- Use play or real money to simulate transactions, teaching basic economic concepts.
- Encourage learners to negotiate, market their products, and handle customer interactions.

Extension Activity

- Assign a simple task, such as writing a short paragraph about what they would like to invent or create as a business in the future.

Consolidation

- Bring learners back together to reflect on the experience.
- Discuss what they learned about entrepreneurship, teamwork, and problem-solving.
- Highlight the importance of creativity and perseverance in business.

Note: This lesson plan combines storytelling, hands-on activities, and group collaboration to make the concept of entrepreneurship accessible and enjoyable for learners.

Lesson 5 – PROJECT-BASED LEARNING (BLOCK 5)

Topic (What)	Project-Based Learning
Learner Outcomes (Why)	♥ Work effectively with others, appreciate diversity, and contribute positively to group projects and activities
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to work as part of a team

Key Vocabulary

Work effectively, appreciate diversity, contribute positively, group projects

Lesson

(How)

Materials Required

- Large world map
- Markers, coloured pencils, and other art supplies
- Research materials (books, articles, online resources)
- Poster boards or large sheets of paper
- Laptops or tablets for online research
- Presentation tools (e.g., PowerPoint, Google Slides)

Week 1: Introduction to Diversity and Team Building

Ice Breaker Activities (Day 1):

- ❖ Get-to-know activities to build rapport among learners.

Introduction to Diversity (Day 2):

- ❖ Discuss what diversity means and its importance.
- ❖ Read a short story or watch a video that highlights diversity.

Team-building Activities (Day 3):

- ❖ Engage in team-building exercises to foster collaboration.

Week 2: Exploring Cultures Around the World

Research Assignment (Day 1-3):

- ❖ Divide learners into small groups.
- ❖ Assign each group a country or culture to research.
- ❖ Use books and online resources to gather information.

Poster Creation (Day 4-5):

- ❖ Each group creates a poster representing their assigned culture.
- ❖ Include key facts, traditions, and images.

Group Presentation Practice (Day 6):

- ❖ Practise presenting information within groups.

Week 3: Creating a Collaborative World Map

World Map Activity (Day 1-2):

- ❖ Provide a large world map.
- ❖ Each group adds information about their assigned culture to the map.

Integration and Collaboration (Day 3-4):

- ❖ Encourage groups to collaborate and connect their information on the map.

Reflection (Day 5):

- ❖ Discuss the collaborative process and what they've learned.

Week 4: Final Presentations and Reflection

Group Rehearsals (Day 1-2):

- ❖ Groups rehearse their presentations.

Final Presentation (Day 3-4):

- ❖ Each group presents their culture and the collaborative world map.

Reflection and Discussion (Day 5):

- ❖ Discuss the importance of teamwork, appreciation of diversity, and what they learned.

Lesson 1 – GARDENING (BLOCK 1)

Topic (What)	Gardening
Learner Outcomes (Why)	♥ Demonstrate how to use gardening tools safely
Age Group	8-11 years
Duration	Flexible

What should learners already know

The names of some gardening tools

Key Vocabulary

Demonstrate, gardening tools, safely

Lesson

(How)

Materials Required

- Various gardening tools (trowel, rake, shovel, gloves, watering can, etc.)
- Safety gear (gloves, closed-toe shoes, and knee pads if available)
- Visual aids (pictures or diagrams of gardening tools and their uses)
- Garden space or pots with soil for hands-on practice

Opening

- Begin by discussing the importance of gardening and how it benefits the environment and personal well-being.
- Show pictures or diagrams of common gardening tools and briefly explain their uses.

Activity 1

- Present each gardening tool, one by one, demonstrating its proper use and emphasising safety tips. For example:
 - ❖ Trowel: Show how to dig small holes for planting seeds or small plants. Emphasise keeping fingers away from the blade and using it in a controlled manner.
 - ❖ Rake: Demonstrate how to gather leaves or debris by pulling the rake towards oneself. Discuss the importance of maintaining balance and watching out for others.
 - ❖ Shovel: Show the correct technique for digging and lifting soil, emphasising the use of leg muscles rather than the back. Discuss the importance of a firm grip and maintaining control.
 - ❖ Watering can: Demonstrate proper pouring techniques to avoid overwatering or causing soil erosion. Discuss the importance of watering at the base of plants.
 - ❖ Gloves: Emphasise the need for wearing gloves to protect hands from thorns, splinters, or other potential hazards.
- Allow learners to practise using the tools in a controlled garden space or pots with soil. Provide guidance and correction as needed.

Activity 2

- Engage learners in a discussion about their experience using the gardening tools.
- Ask questions like:
 - ♥ “What did you find challenging or interesting about using the tools?”
 - ♥ “Why is it important to use gardening tools safely?”
 - ♥ “How can we ensure that we are being safe while gardening?”

Extension Activity

- Encourage learners to observe and help with gardening at home, using the knowledge gained from the lesson.
- Have them create a simple journal or drawing to document their gardening experiences and share it in the next session.

Consolidation

- Summarise the key points of the lesson, reiterating the importance of safety when using gardening tools.
- Encourage learners to share what they've learned with their friends and family.

Lesson 5 – COOKING (BLOCKS 1,2,3,4,5,6)

Topic (What)	Cooking
Learner Outcomes (Why)	♥ Demonstrate an awareness of food waste and ways to reduce it
Age Group	8-11 years
Duration	Flexible

What should learners already know

To try and not waste food

Key Vocabulary

Demonstrate, awareness, food waste, reduce

Lesson (How)

Materials Required

- Whiteboard and markers
- Poster paper and art supplies
- Small containers or bags for each learner
- Ingredients for a simple recipe (e.g., fruit salad)
- Writing materials (notebooks, pencils)

Opening

- Begin by discussing the concept of food waste with learners. Ask open-ended questions to gauge their understanding:
 - ♥ “What is food waste?”
 - ♥ “Why is it a problem?”
 - ♥ “Can you think of examples of food waste?”
- Use the whiteboard to list their responses and emphasise the importance of reducing food waste for both environmental and social reasons.

Activity 1

- Have each learner create a one-week food waste diary.
- Instruct them to record any instance of food being wasted at home. This could include leftovers, expired items, or fruits and vegetables that have gone bad.
- Discuss the diaries to identify patterns and reasons for food waste.

Activity 2

- Choose a simple recipe that incorporates leftovers or ingredients that might otherwise go to waste (e.g., fruit salad using slightly overripe fruits).
- Discuss the recipe with learners, emphasising the idea of using what's available to minimise waste.
- Divide learners into small groups and provide each group with the necessary ingredients and utensils. Allow them to prepare the recipe while discussing the importance of using ingredients wisely.

Activity 3

- Ask learners to create posters illustrating creative solutions to reduce food waste.
- They can use drawings, magazine cutouts, and written ideas to convey their messages.
- Encourage them to think about practical ways their families or communities can minimise food waste.

Extension Activity

- Assign learners to share their new knowledge with their families and discuss ways they can collectively reduce food waste at home.
- Encourage them to continue keeping a food waste diary for another week, noting any changes in their habits.

Consolidation

- Have each group share their posters with their peers.
- Discuss the innovative ideas and solutions presented.
- Summarise the importance of reducing food waste and encourage learners to implement what they've learned at home.

Lesson 15 – COMMUNITY AWARENESS (BLOCK 6)

Topic (What)	Community Awareness
Learner Outcomes (Why)	♥ Think outside the box and come up with unique solutions to problems
Age Group	8-11 years
Duration	Flexible

What should learners already know

What a problem is

Key Vocabulary

Think, outside the box, unique, solutions, problems

Lesson (How)

Materials Required

- Whiteboard and markers
- Art supplies (coloured paper, markers, glue, scissors)
- Index cards
- Building materials (LEGO, cardboard, building blocks)
- Timer
- Music player and upbeat music
- Large sheets of paper
- Costumes or props for role-playing (optional)

Opening

- Begin with a brief discussion about what creativity means and why it's important.
- Share examples of famous inventors and creative thinkers who thought outside the box.
- Introduce the concept of "unconventional problem-solving" and emphasise the value of unique solutions.

Activity 1

- Write a simple word on the whiteboard (e.g., "apple").
- Ask learners to brainstorm as many creative associations as possible within a time limit.
- Encourage them to think beyond the obvious and share their ideas with the group.

Activity 2

- Divide learners into small groups and rotate through different problem-solving stations.
- Station 1 - Invent a Contraption:
 - ❖ Provide building materials and ask each group to invent a contraption to solve a fictional problem.
 - ❖ Encourage them to use their imagination and creativity in the design.
- Station 2 - Role-Playing Challenge:
 - ❖ Assign each group a problem scenario (e.g., stranded on an island, time travel dilemma).
 - ❖ Have them create a short skit showcasing a unique solution to the problem.
- Station 3 - Collaborative Storytelling:
 - ❖ Start a story with a sentence and have each group add a sentence to continue the narrative.
 - ❖ The story should involve overcoming challenges with creative solutions.

Activity 3

- Bring the groups back together and have each one share their contraption, role-playing scenario, or part of the collaborative story.
- Discuss what they learned about creative problem-solving and share insights as a large group.

Activity 4

- Provide art supplies and ask each learner to create a visual representation of a unique solution to a problem.
- Encourage them to think beyond the ordinary and use their creativity.

Consolidation

- Conclude by revisiting the importance of creative thinking.
- Celebrate the learners' creativity with a mini exhibition of their artwork and problem-solving projects.
- Acknowledge their unique ideas and encourage them to continue thinking outside the box in everyday situations.

Lesson 1 – KNOWLEDGE TRANSFER (BLOCKS1,2,3,4,5,6)

Topic (What)	Knowledge Transfer
Learner Outcomes (Why)	♥ Find out more about different jobs/roles, local businesses and eco projects from different members of their community invited into their centre
Age Group	8-11 years
Duration	Flexible

What should learners already know

A little about eco projects in their community

Key Vocabulary

Jobs/roles, local businesses, eco projects, different members of their community

Lesson (How)

Materials Required

- Whiteboard and markers
- Chart paper and markers
- Guest speakers from the community (parents, local business owners, environmentalists)
- Drawing materials (coloured pencils, markers, crayons)
- Internet access (for research, if needed)

Opening

- Begin with a brief discussion about the concept of community and why it is important to understand the different roles and projects within it.
- Ask learners if they know what their parents, neighbours, or friends do for a living.
- Encourage them to share their thoughts.

Activity 1

- Invite a guest speaker (parent, family friend, etc.) to talk about their job. Emphasise a diverse range of professions.
- Discuss the responsibilities and skills required for the presented job.
- Have a Q&A session where learners can ask questions about the job.

Activity 2

- Discuss the concept of local businesses and their importance in the community.
- Invite a local business owner to talk about their business, its products/services, and how it contributes to the community.
- Encourage learners to think about how they can support local businesses.

Activity 3

- Introduce the concept of eco projects and their impact on the environment.
- Invite an environmentalist or someone involved in a local eco project to share their experiences.
- Discuss the importance of sustainability and how small actions can make a big difference.

Activity 4

- Divide learners into small groups.
- Provide each group with drawing materials and chart paper.
- Instruct them to create a collage that represents their community, including different jobs, local businesses, and eco projects.
- Encourage creativity and collaboration within the groups.

Extension Activity

- Ask learners to interview a family member or neighbour about their job and create a short written or visual report to share with their peers in the next session.

Consolidation

- Each group presents their collage to their peers.
- Facilitate a discussion about what they learned and how different community members contribute to the well-being of the community.
- Emphasise the importance of supporting local businesses and being environmentally conscious.

Lesson 2 – GIVING BACK (BLOCKS 1,2,3,4,5,6)

Topic (What)	Giving Back
Learner Outcomes (Why)	♥ Demonstrate how they can spread love, gratitude, trust, happiness, unity, and empathy
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to be kind and spread love

Key Vocabulary

Spread love, gratitude, trust, happiness, unity, empathy

Lesson

(How)

Materials Required

- Whiteboard and markers
- Craft supplies (coloured paper, markers, glue, scissors)
- Small pots or cups
- Soil
- Flower seeds or small plants
- Poster board
- Music player and speakers
- Large sheets of paper and coloured markers
- Stickers or stamps with positive messages

Opening

- Begin with a discussion on positive emotions and qualities like love, gratitude, trust, happiness, unity, and empathy.
- Ask learners to share examples of times when they experienced or witnessed these positive feelings.

Activity 1

- Tell a short, interactive story that emphasises the importance of spreading positivity. You can use props or act out characters to make it engaging.
- Pause at various points to ask learners how they would respond in the characters' situations, emphasising positive choices.

Activity 2

- Use the whiteboard to create a mind map with the six themes: love, gratitude, trust, happiness, unity, and empathy.
- Have learners brainstorm specific actions or behaviours that represent each theme.

Activity 3

- Provide each learner with a small pot or cup, soil, and flower seeds or plants.
- While planting, discuss how just as they nurture their plants, they can nurture positive qualities in themselves and others.
- Encourage them to name their plants after positive qualities (e.g., "Gratitude," "Joy").

Activity 4

- Give each learner a large sheet of paper and art supplies.
- Ask them to create a visual representation of how they can spread love, gratitude, trust, happiness, unity, and empathy in their daily lives.
- Provide stickers or stamps with positive messages.
- Have learners create their own positive affirmation stickers to share with their peers, family, or friends.

Activity 5

- Play uplifting and energetic music.
- Have a short dance party to reinforce the sense of unity and happiness.

Consolidation

- Gather learners in a circle and ask them to share one thing they learned or enjoyed during the lesson.
- Emphasise the idea that small actions of love, gratitude, trust, happiness, unity, and empathy can collectively create a positive and supportive community.

Note: This lesson plan combines storytelling, hands-on activities, and creative expression to engage learners in understanding and practising positive values.

Lesson 5 – SPEAKING AND LISTENING(BLOCKS1,2,3,4,5,6)

Topic (What)	Speaking and Listening
Learner Outcomes (Why)	♥ Consider and evaluate different viewpoints
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to state their viewpoint

Key Vocabulary

Consider, evaluate, different, viewpoints

Lesson

(How)

Materials Required

- Large sheets of paper
- Markers, crayons, and coloured pencils
- Index cards
- Small shoe cutouts or pictures of shoes
- Whiteboard and markers
- Storytelling props (optional)

Opening

- Start with a brief discussion about the concept of perspective. Ask learners if they know what it means and give examples (e.g., looking at the same object from different angles).
- Introduce the idea of understanding different viewpoints and explain why it is important in daily life.

Activity 1

- Arrange learners in pairs.
- Provide each pair with an index card containing a scenario or situation (e.g., a conflict on the playground, a disagreement about sharing toys).
- Instruct each pair to come up with two different viewpoints related to their scenario. They should write these on the index card.
- Afterward, have the pairs swap cards and discuss the viewpoints presented by the other pair.

Activity 2

- Distribute shoe cutouts or pictures to each learner.
- Ask them to imagine they are stepping into someone else's shoes – literally and figuratively. Have them draw and decorate the shoes to represent the perspective of the person in their scenario.
- Encourage creativity and artistic expression.
- Once they finish, have learners share their shoe creations with their peers and explain the perspective they represented.

Activity 3

- Facilitate a discussion about the activity. Ask learners to share what they learned from seeing things from different viewpoints.
- Discuss the importance of empathy and understanding in resolving conflicts and building positive relationships.

Activity 4

- Share a short story or create a simple scenario that involves different characters with unique perspectives.
- Encourage learners to discuss and share how each character might view the situation differently.
- This can be done through a read-aloud session or a collaborative storytelling activity.

Consolidation

- Ask learners to reflect on what they learned about considering different viewpoints.
- Have them share one thing they will do differently in their interactions with others based on what they've learned.
- Wrap up the lesson by emphasising the value of understanding different perspectives in building a harmonious and inclusive community.

Note: This lesson plan combines hands-on activities, creative expression, and thoughtful discussion to engage learners in exploring and evaluating different viewpoints.

Lesson 23 – READING (BLOCKS1,2,3,4,5,6)

Topic (What)	Reading - Comprehension
Learner Outcomes (Why)	♥ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Age Group	8-11 years
Duration	Flexible

What should learners already know

What an author is

Key Vocabulary

Discuss, evaluate, author, figurative language, impact, reader

Lesson

(How)

Materials Required

- Selected short stories or excerpts from age-appropriate literature that demonstrate various language techniques (e.g., similes, metaphors, vivid descriptions)
- Whiteboard and markers or a flip chart
- Paper and markers
- Small notebooks or paper for learners
- Coloured pencils or markers

Opening

- Begin with a brief discussion about what makes a story interesting. Ask learners if they have ever read a book or heard a story that made them feel excited, scared, or happy.
- Introduce the concept of language in literature. Explain that authors use words in specific ways to create emotions and paint pictures in readers' minds.

Activity 1

- Provide learners with a list of common figurative language devices: simile, metaphor, personification, and hyperbole.
- Read a short excerpt together and ask learners to identify any instances of figurative language. Discuss their findings as a group.
- Break learners into small groups and give each group a different excerpt. Have them identify and discuss the figurative language in their assigned text.
- Ask each group to share their findings with their peers. Encourage discussion on how the language choices impact the reader's experience.

Activity 2

- Provide learners with a list of emotions (happy, sad, scared, excited, etc.).
- Ask each learner to pick an emotion and write a short paragraph describing that emotion using at least one type of figurative language.
- Encourage creativity and imagination. Learners can share their paragraphs with their peers or in small groups.
- Discuss how the use of figurative language enhanced their descriptions and made the writing more engaging.

Extension Activities

- Assign a simple writing task where learners incorporate figurative language to describe a scene or emotion.
- For advanced learners, introduce more advanced forms of figurative language like symbolism and allegory.
- Encourage learners to bring in examples from their own reading or favourite books to discuss.

Consolidation

- Review key points about the use of language in literature and its impact on readers.
- Ask learners to reflect on how they might use figurative language in their own writing to make it more interesting.

Lesson 27 – WRITING (BLOCKS1,2,3,4,5,6)

Topic (What)	Writing - Composition
Learner Outcomes (Why)	♥ Ensure the consistent and correct use of tense throughout a piece of writing
Age Group	8-11 years
Duration	Flexible

What should learners already know

What the present tense is

Key Vocabulary

Ensure, consistent, correct use, past, present, future, tenses, throughout

Lesson (How)

Materials Required

- Whiteboard and markers
- Paper and markers
- Examples of sentences with different tenses
- Writing notebooks/paper
- Highlighters

Opening

- Begin with a short discussion on the concept of time.
- Ask learners about their favourite memories and what tense they would use to describe them (past tense).
- Introduce the idea that verb tenses help us convey when an action is happening.
- Use the whiteboard to draw a timeline with three sections: past, present, and future.
- Discuss and give examples of actions that would fall into each category.
- Explain the three main tenses: past, present, and future.

Activity 1

- Provide sentences on the whiteboard and ask learners to identify the tense of the verbs.
- Discuss the importance of consistency in using a single tense throughout a piece of writing.
- Prepare cards with sentences written in different tenses.
- Have learners work in pairs or small groups to sort the sentences into past, present, and future categories.

Activity 2

- Discuss how using consistent tense makes writing clearer and more coherent.
- Show examples of writing where tense changes create confusion.
- Provide short paragraphs to learners and ask them to use highlighters to identify and mark the tense of each verb.
- Discuss as a large group.

Activity 3

- Have learners write a short paragraph about a personal experience, ensuring they stick to one tense throughout.
- Circulate to provide support and feedback.
- Pair learners and have them exchange paragraphs for peer review.
- Encourage them to check for consistent tense and offer constructive feedback.

Extension Activity

- Assign a short writing task, emphasising the importance of using consistent tense throughout the piece.

Consolidation

- Invite a few learners to share their paragraphs with their peers.
- Discuss how maintaining consistent tense enhances the clarity of their writing.
- Ask learners to reflect on the importance of tense consistency in writing and how they can apply this skill in future assignments.

Lesson 14 – GRAMMAR (BLOCKS1,2,3,4,5,6)

Topic (What)	Grammar, Vocabulary and Punctuation
Learner Outcomes (Why)	♥ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun
Age Group	8-11 years
Duration	Flexible

What should learners already know

A little about clauses

Key Vocabulary

Relative clauses, who, which, where, when, whose, that, relative pronoun

Lesson

(How)

Materials Required

- Whiteboard and markers
- paper
- Coloured markers or pens
- Small cards with sentences (prepared in advance)

Opening

- Begin with a brief review of what pronouns are, ensuring that learners have a basic understanding.
- Introduce the concept of relative clauses using simple examples. For example:
 - ❖ The girl who is wearing a red dress is my friend.
 - ❖ The book that I am reading is interesting.
- Discuss how relative clauses add more information to a sentence and help provide details about a noun.

Activity 1

- Engage learners in a discussion about people, places, and things they like. Use questions that prompt the use of relative clauses, such as:
 - ♥ “Who is your favourite teacher?” “Why?”
 - ♥ “Which place do you enjoy visiting the most?”
 - ♥ “When is your favourite time of the day?”
 - ♥ “Whose pet do you like?”
- Encourage learners to respond using relative clauses in their answers.

Activity 2

- Provide each learner with a small card containing a sentence with a missing relative clause. For example:
 - ❖ I have a friend _____ has a pet dog.
 - ❖ This is the park _____ we play soccer.
- Ask learners to fill in the blanks with an appropriate relative pronoun.
- Allow learners to share their completed sentences with peers, explaining their choices.

Activity 3

- On the whiteboard or paper, create a chart with different categories: Who, Which, Where, When, Whose, That.
- Have learners contribute examples of sentences with relative clauses under each category.
- Discuss and clarify any questions or concerns that arise during this activity.

Extension Activity

- Assign a simple task where learners write three sentences using different relative pronouns.

Consolidation

- Review the importance of relative clauses in providing more information about a noun.
- Encourage learners to incorporate relative clauses in their writing and daily conversations.

Note: Adapt the lesson plan as needed based on learners' level of understanding and engagement. Make the activities interactive and enjoyable to ensure active participation.

Lesson 28–NUMBER CALCULATIONS (BLOCK 1)

Topic (What)	Number and Calculations
Learner Outcomes (Why)	♥ Secure place value and rounding to 10,000,000 including negatives
Age Group	8-11 years
Duration	Flexible

What should learners already know

Place value to 10,000

Key Vocabulary

Secure, place value, rounding, negatives

Lesson

(How)

Materials Required

- Whiteboard and markers
- Place value charts
- Number cards (with positive and negative numbers up to 10,000,000)
- Rounding worksheets
- Calculators (optional)

Opening

- Greet learners and discuss the importance of understanding large numbers and negative numbers in everyday life.
- Ask if anyone knows what place value is and why it's essential in mathematics.
- Review place value concepts up to thousands.
- Introduce the concept of negative numbers briefly, discussing their position on the number line.
- Display a place value chart on the board.
- Discuss the different place values (ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions).
- Show examples with positive and negative numbers.

Activity 1

- Provide each learner with a number card.
- Ask them to place the card on the correct spot on their place value chart.
- Emphasise the importance of understanding the value of each digit.
- Introduce negative numbers on the place value chart.
- Discuss the idea of debts and temperatures as real-world examples of negative numbers.
- Hand out rounding worksheets.
- Guide learners through examples of rounding to the nearest ten, hundred, thousand, ten thousand, hundred thousand, and million.
- Encourage peer collaboration for better understanding.

Activity 2

- Use the whiteboard to demonstrate rounding with different examples.
- Invite learners to participate and explain their thought process.
- Draw a number line on the board, including both positive and negative numbers.
- Ask learners to round numbers and place them on the number line.

Activity 3

- Distribute additional rounding worksheets.
- Learners work individually to practise rounding positive and negative numbers to various place values.
- Provide extra challenging problems for learners who finish early or want to extend their learning.

Extension Activity

- Assign a task that reinforces the lesson, such as additional rounding problems or online practice.

Consolidation

- Recap the key concepts learned during, emphasising the importance of understanding place value, and rounding.
- Ask learners to share any challenges they faced and address any misconceptions.

Lesson 23—GEOMETRY - MEASURES (BLOCK 6)

Topic (What)	Geometry and Measures
Learner Outcomes (Why)	♥ Understand digital and analogue time
Age Group	8-11 years
Duration	Flexible

What should learners already know

How to tell the basic time (o'clock and half past)

Key Vocabulary

Understand, digital, analogue, time

Lesson (How)

Materials Required

- Analogue clock
- Digital clock
- Whiteboard and markers
- Printed worksheets with clock faces
- Interactive whiteboard or projector for digital clock display
- Stopwatch or timer
- Flashcards with digital and analogue time representations

Opening

- Start with a brief discussion on the importance of time in daily life.
- Ask learners how they use time and if they are familiar with different ways of telling time.
- Introduce the terms "digital time" and "analogue time." Explain that digital time uses numbers, while analogue time uses clock faces with hands.
- Show examples of digital and analogue clocks, discussing the features of each.

Activity 1

- Distribute printed worksheets with blank clock faces to each learner.
- Review the parts of an analogue clock (hour hand, minute hand, and clock face).
- Demonstrate how to represent a specific time on the analogue clock (e.g., 3:30).
- Ask learners to draw the clock hands to represent different times.

Activity 2

- Use an interactive whiteboard or projector to display a digital clock.
- Explain the format of digital time and how it shows hours and minutes.
- Practise reading and representing digital time.
- Call out various times, and have learners write the corresponding digital time on individual whiteboards.

Activity 3

- Prepare flashcards with a mix of digital and analogue time representations.
- Divide learners into small groups and distribute the flashcards.
- Have each group match the analogue clock face with the correct digital time.
- Encourage discussion within the groups.

Extension Activities

- For a more interactive experience, use a stopwatch or timer to measure short intervals.
- Ask learners to note the time when specific events start and end, reinforcing their understanding of both digital and analogue time.
- Assign a task, such as practising reading and drawing analogue and digital time.

Consolidation

- Review the key concepts learned.
- Conduct a quick quiz or game to reinforce understanding.

Lesson 26–FRACTIONS-DECIMALS-PERCENTAGES (BLOCK 5)

Topic (What)	Fractions-Decimals-Percentages
Learner Outcomes (Why)	♥ Understand and solve ratio problems
Age Group	8-11 years
Duration	Flexible

What should learners already know

Simple ratio

Key Vocabulary

Understand, solve. ratio, problems

Lesson

(How)

Materials Required

- Coloured markers or pencils
- Construction paper
- Scissors
- Glue
- Paper and markers
- Ratio problem worksheets

Opening

- Begin with a simple question:
 - ♥ "Have you ever mixed different colours of paint to create a new colour?"
- Discuss the idea that ratios are like mixing colours in specific proportions.
- Introduce the term "ratio" as a way of comparing two or more quantities.
- Use examples like sharing candies, mixing colours, or dividing a set of objects.
- Use coloured markers to show ratios on the board, creating visual representations. For instance, 2 blue markers to 3 red markers can be represented as 2:3.

Activity 1

- Hand out worksheets with simple ratio problems. Examples:
 - ♥ "If there are 5 red balls for every 2 blue balls, what is the ratio of red to blue?"
- Encourage learners to work in pairs to solve these problems.
- Once the ratio problems are solved, transition to the creative part of the lesson.
- Instruct learners to use coloured markers or pencils to create a colourful artwork based on the ratios they solved. For example:
 - ❖ If the ratio is 3:4, they could colour three parts of a shape with one colour and four parts with another.
- Have learners share their creations in small groups, discussing the ratios they used and how it influenced their artwork.

Activity 2

- Bring learners together and ask them about their experience.
- Discuss how ratios were applied in the creative activity.
- Relate ratios to real-life scenarios.
- Discuss examples like recipes, where ingredients are often measured in ratios, or sports scores, where ratios can be used to compare team performances.

Extension Activity

- Provide a few ratio problems, encouraging learners to solve them and think about real-world scenarios where ratios are relevant.

Consolidation

- Recap the key points about ratios and how they can be applied in various situations.

Note: This lesson plan incorporates both theoretical understanding and practical application, engaging learners in a creative way while reinforcing the concept of ratios.

Lesson 2 - DATA (BLOCK 1)

Topic (What)	Data
Learner Outcomes (Why)	♥ Interpret tables and line graphs
Age Group	8-11 years
Duration	Flexible

What should learners already know

What a table and line graph are

Key Vocabulary

Interpret, tables, line graphs

Lesson (How)

Materials Required

- Whiteboard and markers
- Graph paper
- Pencils and erasers
- Printed tables and line graphs for practice
- Rulers
- Colour markers (optional)

Opening

- Begin with a brief review of what tables and line graphs are.
- Explain that tables organise information in rows and columns, while line graphs show the relationship between two variables over time.
- Display a simple table and line graph on the whiteboard.
- Discuss the elements of each, such as the title, labels, and units.
- Engage learners by asking questions like:
 - ♥ "What information can we gather from this table?"
 - ♥ "How does the line graph represent the data?"
 - ♥ "What do the axes represent in the graph?"

Activity 1

- Provide learners with tables containing data sets.
- Guide them in interpreting the information and filling out related line graphs on their graph paper.
- Work through one example together, emphasising how to plot points accurately and connect them to form a line.
- Reinforce the importance of labelling axes and using appropriate scales.
- Hand out additional tables and line graphs for small group or individual practice.
- Circulate the room to provide assistance and answer questions.

Activity 2

- Have each learner or group choose a topic or question they are interested in (e.g., favourite seasons, daily temperature, book reading progress).
- Instruct them to collect data and create both a table and a line graph to represent the information.
- Encourage creativity in designing their graphs.
- Once completed, learners can present their graphs to their peers, explaining the data they collected and the patterns they observe.

Extension Activity

- Assign additional practice sheets for learners to reinforce their understanding of interpreting tables and line graphs.
- For a more hands-on approach, consider incorporating real-world examples or conducting experiments in the centre.
- Learners can collect data, create tables, and plot line graphs based on their findings.

Consolidation

- Discuss the various graphs created by learners.
- Encourage them to share their observations and any challenges they faced during the activity.
- Summarise the key points, reinforcing the importance of accurate data representation in tables and line graphs.

Note: This lesson plan aims to engage learners in hands-on activities while learning about different types of graphs. It encourages critical thinking and application of data visualisation skills.

ASSESSMENT TRACKER

	Complete	Blue Child needs complete support	Orange Child needs partial support	Green Child needs no support
EXPLORATION - Self Growth				
Be aware of the importance of self-respect and how this links to their own happiness				
Understand what self-esteem is and why it is important				
Identify their strengths and weaknesses				
Promote empathy, kindness, respect, and responsibility towards themselves and others				
Begin to make responsible choices and consider the consequences				
Listen, reflect on and respect other people's views and feelings				
Be aware of right and wrong, what is fair and unfair and explain why				
Understand the importance of taking responsibility for their actions and making good choices				
Communicate effectively with others, including active listening, expressing their thoughts and feelings clearly, and resolving conflicts peacefully				
Be aware of how to cope with setbacks and challenges and be able to bounce back from disappointment				
Explore their emotions, thoughts, and behaviours				
Develop strategies to manage their emotions, strong feelings, and behaviours				
Be present in the moment and be aware of their thoughts and feelings without judgment by practising mindfulness exercises				
Develop a positive outlook and a growth mindset				
Become aware of that puberty is a natural process that happens when their bodies start to change from being a child to an				
Discuss the physical changes that will occur during puberty, such as growth spurts, body hair growth, breast development, and				
Be aware that puberty can also affect their emotions, and that they may experience mood swings, increased sensitivity, and				
Know the rules for keeping safe online, how to recognise risks, harmful content and contact and how to report them				
Know about the benefits of rationing time spent online, the risk of excessive time spent on electronic devices and the impact of				
Understand how to behave safely and responsibly in different situations				
Begin to set personal goals and work towards achieving them				
EXPLORATION-Understanding Our World				
Understand what a community is and how they can work together to help others				
Further their knowledge of their community, the country they reside in and the world				
Name and locate cities, regions and features that surround the region they reside in				
Use fieldwork and observational skills to study their immediate environment (visit farms, and sustainable projects in their area)				
Locate some world countries in each continent and explore their cultures				
Name and locate the oceans of the world				
Describe and understand climate, rivers, mountains, volcanoes, earthquakes, water cycle, rainforest etc				
Begin to understand latitude, equator, hemisphere, tropics, polar circles, and time zones				
Understand different cultural norms and traditions				
Understand the diversity of communities in the world and why people live differently and may have different beliefs and values				
Understand the importance of habitats for the survival of different plant and animal species				
Develop an awareness of the impact of human activities on habitats and the environment				
Understand the impact of climate change on habitats and their environments				
Develop a knowledge of the different ecosystems in their local area, including the plants and animals that live there, and how				
Be aware of the impact that human activities have on the environment, such as air and water pollution, deforestation, and				
Identify and define basic environmental concepts, such as biodiversity, climate change, pollution, and conservation				
Understand what self-sustainability means and what people do to achieve this				
Understand how they can take action to protect the environment by reducing waste, conserving water and by participating in				
Demonstrate an understanding of the solar system, including the positions, names and characteristics of the planets and their				
Understand the concept of gravity, how it works, and how it affects objects in space				
Can explain the phases of the moon, and how they are caused by the relative positions of the Earth, moon, and sun				
Know some facts on space exploration, including major events and achievements				
Understand the basic principles of rocketry, including thrust, fuel consumption and the stages of a rocket's flight				
Become familiar with the different types of telescopes used to observe space and understand how they work to capture images				
Understand the relationship between space exploration and the development of new technology, including robotics,				
CREATIVITY-Art and Design				
Demonstrate basic drawing techniques such as line, shape, and form, drawing from observation, imagination, and memory. using different drawing materials such as pencils, charcoal, and pastels				
Use sketchbooks to collect, record, and evaluate ideas				
Use different painting techniques such as watercolour, acrylic, and tempera, experimenting with colour mixing, blending, and layering using brushes, sponges, and other tools to create texture				
Develop basic collage techniques such as cutting, tearing, and gluing and create their own compositions using a variety of materials such as paper, fabric, and magazine clippings				
Work imaginatively to create inspirational pieces of artwork				
Know about famous artists, art movements and about different styles of art such as Impressionism, Cubism, and Abstract Expressionism				
Develop basic sculpture techniques such as modeling, carving, and assembling using a variety of materials such as clay, papier mache, and found objects				
Develop printmaking techniques such as relief printing and stamping by creating their own stamps and designs, and experimenting with different printing materials such as paper, fabric, and clay				
Give and receive constructive feedback on their artwork by learning to analyse their own work and the work of others				