

# **DIVINE EDUCATION CENTRE**



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## **LEARNING AREA 3**

## **LESSON NOTES TERM ONE 2025**

## **0784540287/0751565742**

# **BABY CLASS**

### **LA3: Taking care of myself for proper growth and development**

#### **LOI**

Caring for my eyes.

#### **Competence:**

Cares for and protects his / her eyes

#### **Materials** – Visual aids

- Real objects

#### **Procedure:**

- Let the teacher introduce the lesson with a song  
Head , shoulders, knees and toes x2
- Let the teacher show flash cards of eyes
- Let the learners identify the part of the body (eyes)

#### **Activity**

Shade the eyes



### **LESSON 2 AND 3**

#### **Procedure:**

- Let the teacher introduce the lesson with a song.
- Let the teacher demonstrate how we care and protect the eyes.
- Let the learner identify the things we use to care and protect the eyes.

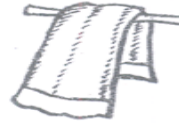
#### **Materials** : Real objects

- Water - soap - towel

#### **Activity:**

- Shade the things we use to clean our eyes.

- Match the same



## **LESSON 4**

### **Activity:**

Things that harm the eyes

**Materials** – Visual aids

- Flash cards

Shade the things that harm our eyes.



## **LO II**

Caring for my ears

### **Competence:**

Protects and cares for the ears.

**Materials:** - visual

- Flash cards

### **Procedures**

- Start with a rhyme

Parts ---parts of my body x 2

Ears are parts of, parts of my body x 2

## Activity:

Shade the ears.



## LESSON 3

### Ears

How to care for my ears

- By washing ears through teacher's guidance
- By cleaning using ear buds.

### Rhyme

Oh what a wonderful gift  
That God gave me  
Oh my ear, I use my ear  
To hear, that's why I keep  
them clean

## Activity:

Trace the ears



### LO III

Using the senses of touching and feeling to describe things and situations

### Competence:

Differentiates between temperatures and reacts verbally in an appropriate manner.

**Materials:** - real objects

- Water, sand, clay, stone, seeds, cotton, cloth, wall.
- Chart showing things my hands can do

### Procedure:

Start with a rhyme

'A pot for water

A pot for cooking

Big or small

There all pots

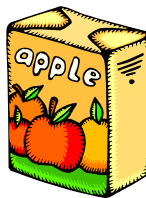
- Playing with and mixing water of different temperatures (cold, warm, hot)

### Activity

Provide water of different temperatures i.e warm, cold

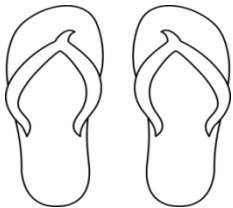
### Activity 2

Colour the drinks we take on sunny days



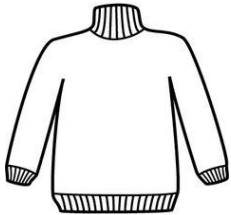
### Activity 3

Tell and colour the things we wear on a sunny day.



## Activity 4

Telling and matching the things we wear on a cold day



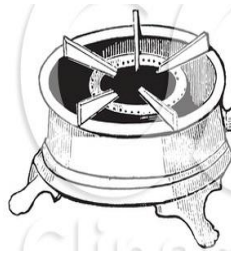
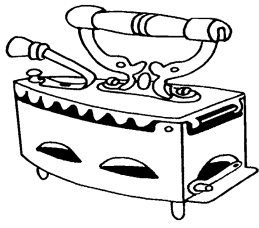
## Activity 5

Colour what makes things cold



## Activity

Shade what makes things warm



## LO IV

Caring for my body

### Competence:

Protects and cares for his / her body

Naming different parts of the body orally.

**Materials:** - visual aids

- Real objects (person)

### Procedure:

- Let the lesson start with a rhyme / song  
Head, shoulders, knees and toes
- Show flash cards of the body
- Identify the parts of the body.

### Activity:

Ask learners to show you these body parts as you revise the senses.

Shade the body

## Lesson 2 and 3

Trace the body parts.



## Activity 4

### Match the body parts



## Activity 5

### Put what is missing



## LESSON 6

### Procedure:

- Start with a rhyme / song  
Oh what a wonderful gift  
That God gave me  
Oh my ear I use my ear to hear  
That's why I keep them clean
- Show flash cards of things we use to clean our body.
- Identify the things we use to clean our body.

### Materials: - Real objects

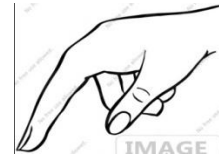
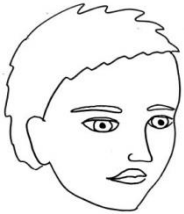
- Flash cards



- Visual aids

### Activity:

Match the same body parts



## LESSON 7

**Materials:** - visual aids

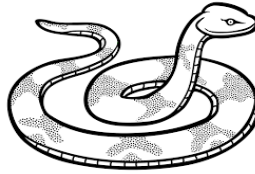
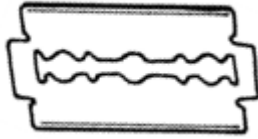
- Flash cards

### Procedure:

- Start with a rhyme or a song
- Show flash cards of things that harm our body
- Let the learner identify the dangerous things to our body.

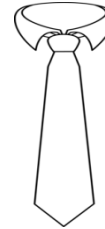
## Activity:

Colour the dangerous objects / things that harm our body



## Activity 8

Match the things we wear.



## LOVI

Using the sense of test and caring for the mouth

## Competence:

Protects and cares for his / her mouth

**Materials:** - flash cards

- Real mouth

**Procedure:**

- Teacher will start with a song  
My eyes are white and black  
My lips are red
- Will show the flash cards.
- Pupils will identify

**Activity 1:**

Shade the mouth



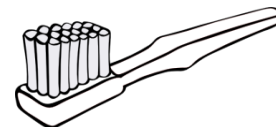
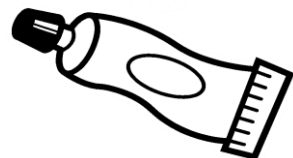
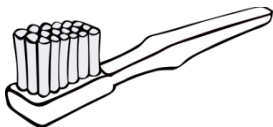
**Activity 2:**

Trace the parts of the mouth



**Activity 3:**

Match the things used to clean the mouth



**Activity 4:**

Practicing how to care for the mouth

## **L.O.VIII**

Identifying and naming different body parts and their uses.

### **Competence:**

Names activities that his / her body parts can perform

**Materials:** - Real body parts

### **Procedure:**

- Teacher will start with a song  
Clap x 2 I like it  
Wave x 2 I like it  
Dance x 2 I like it
- Teacher will demonstrate the activities done by the body parts.
- Learner will imitate after the teacher.

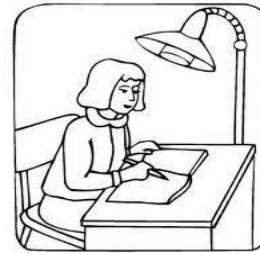
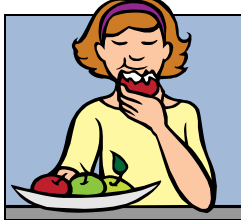
### **Activity 1**

Learners will do the activities practically.

Clapping, dancing, writing, washing, sweeping, nodding

## Activity 2:

Match the same activities my hands can do



## Activity 3:

Complete by putting on the hands



#### Activity 4:

Making patterns with our finger prints with different colours from leaves, flowers, anthill soil etc



#### LOX

Expressing creativity freely and independently

#### Competence:

Appreciates and takes care of materials made by God, people and him / herself

#### Materials: - Visual

- Real objects like sun, trees and animals

#### Procedure:

- Teacher will introduce the lesson with a song

“Who made you and me

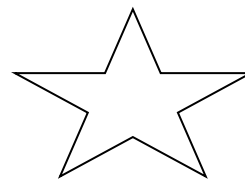
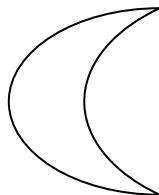
You and me x 2

Our father God.

- Teacher will show flash cards
- Learner will identify the things made by God.

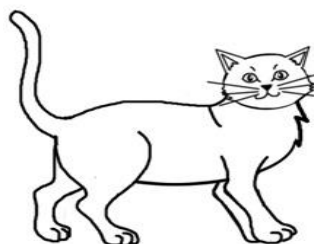
#### Activity 1

Shade things made by God.



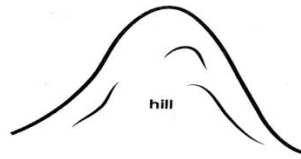
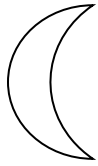
#### LESSON 2:

Trace things God made



### **LESSON 3**

Match the same things God created.



### **LESSON 4:**

Draw the same



Things created by man.

**Materials:** - flash cards,

- Real objects

**Procedure:**

- Teacher will introduce the lesson with a song

Cup x 3

I love my cup

A cup is nice for taking tea

- Teacher will show the flash cards
- Learner will identify things made by man

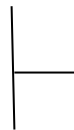
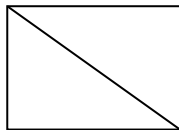
### Activity 1

Circle the same



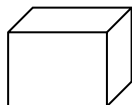
### LESSON 2 AND 3

Complete



### LESSON 4

Copy and draw



### L.O IX:

Keeping healthy and practicing good health habits

### Competence:

Practices good eating habits

**Materials:** - real objects like tap, food, fingers, plates

### Procedure:

- Teacher will start with a prayer

Humble yourself

Dear Lord, bless our food and our drinks, which we are going to eat Amen.



## **LESSON 1**

Learners will practice the prayer with the help of the teacher.

## **LESSON 2**

Shade a baby eating food.

## **LESSON 3**

Practice washing the hands.

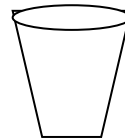
## **LESSON 4**

Learning good eating habits like, washing hands, praying, thanking, cleaning after eating etc

## **LESSON 5**

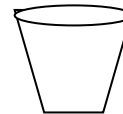
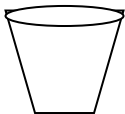
Things we use to eat food

Shade



## **LESSON 6:**

Match the same



## **L.O.XII**

Keeping safe and avoiding accidents.

## Competence:

Tells dangerous situations, e.g falling down, drowning in a pool, being knocked by a car, shocked by electricity

**Materials:** flash cards.

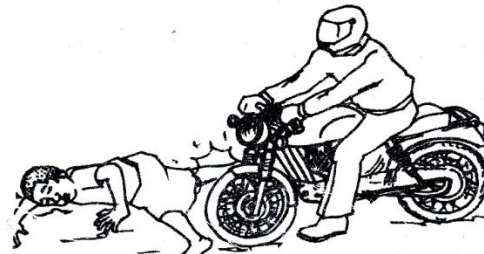
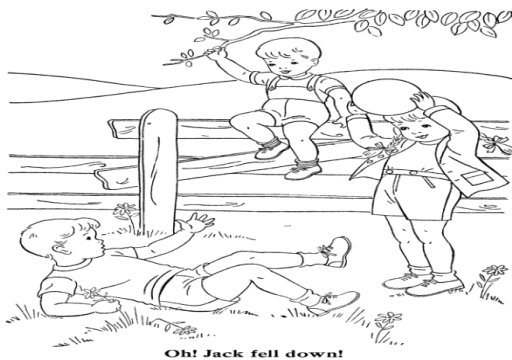
- Charts
- Visual aids

## LESSON 1

Imitating and role play

## LESSON 2:

Colour dangerous situations



## LESSON 3:

Knocked by a car



drowning in water

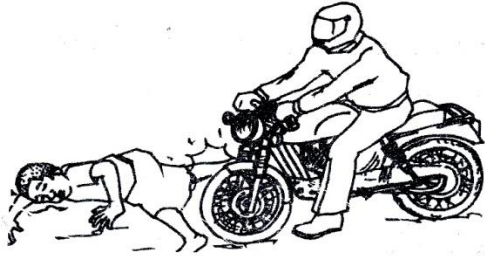


## LESSON 4:

Review lesson 2 and 3

Activity;

Match the same



# MORE PRACTICE WORK

## LEARNING AREA 3 (HEALTH HABITS)

### Body parts

#### Naming body parts orally

Shading



Shade



#### Naming body parts orally

Trace



Trace



## Matching the body parts



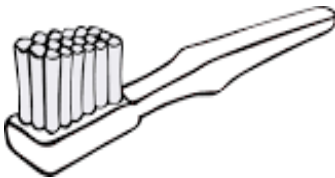
## Match correctly



## TOPIC

## THINGS WE USE TO CLEAN OUR BODY

Shade a tooth brush

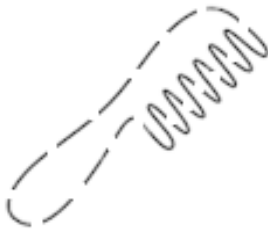


Shade a towel

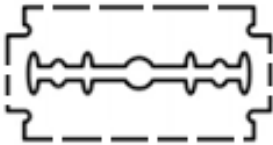


Tracing

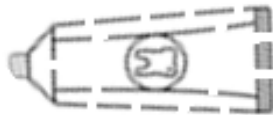
Trace a comb



Trace a razorblade



Trace toothpaste



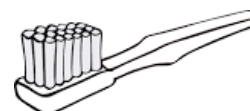
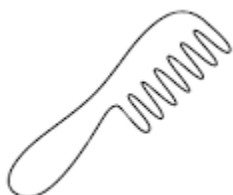
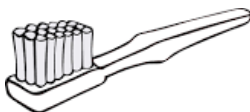
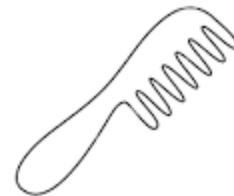
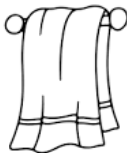
## MATCHING THINGS WE USE TO CLEAN OUR BODY

### Match the same

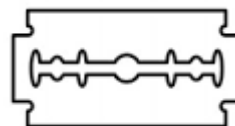
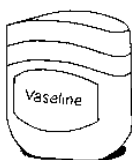
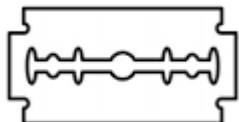
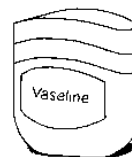


## Naming things we use to clean our body orally

### Match correctly



## Naming them correctly





## TOPIC

## FRUITS

## CONTENT

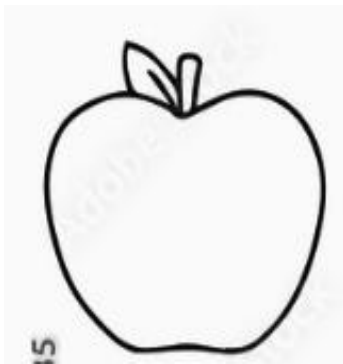
### Naming fruits orally

Mango orange apple pineapple yellow banana  
pawpaw watermelon sugarcane jack fruit

## CONTENT

### SHADING THE FRUITS

Shade an apple

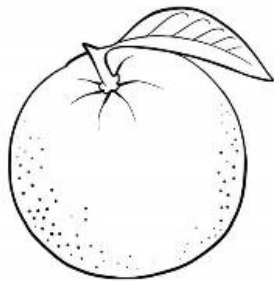


### Naming the fruits orally

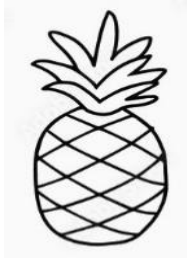
Shade a yellow banana



Shade an orange



Shade a pineapple



Shade a pawpaw



**Tracing the fruits**

Trace a sugarcane

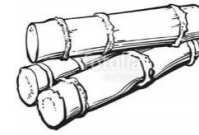
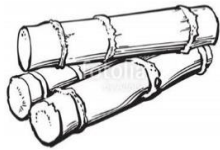


Trace a watermelon



# MATCHING FRUITS

Match the same fruits



Match

