



PARENT BOOST GUIDE (6-8 YEARS)



PARENT BOOST GUIDE

(6-8 YEARS)

COPYRIGHT

@ National Curriculum Development Centre, 2019

Published by:

National Curriculum Development Centre,
P.O. Box 7002,
Kampala.

ISBN: 978-9970-898-11-4

2nd edition

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior written permission of NCDC.

www.ncdc.go.ug

FOREWORD

Following the Outbreak of the CoVID-19 Pandemic, Government of Uganda closed all schools and other educational institutions to minimize the spread of the coronavirus. This has affected more than 36,314 primary schools, 3129 secondary schools, 430,778 teachers and 12,777,390 learners. The COVID-19 outbreak and subsequent closure of all has had drastically impacted on learning especially curriculum coverage, loss of interest in education and learner readiness in case schools open. This could result in massive rates of learner dropouts due to unwanted pregnancies and lack of school fees among others.

To mitigate the impact of the pandemic on the education system in Uganda, the Ministry of Education and Sports (MoES) constituted a Sector Response Taskforce (SRT) to strengthen the sector's preparedness and response measures. The SRT and National Curriculum Development Centre developed print Home- Study Materials, radio and television scripts for some selected subjects for all learners from Pre-Primary to Advanced level. The materials will enhance continued learning and learning for progression during this period of the lockdown, and will still be relevant when schools resume.

The materials focused on critical competences in all subjects in the curricula to enable the learners to achieve without the teachers' guidance. Therefore, effort should be made for all learners to access and use these materials during the lockdown. Similarly, teachers are advised to get these materials in order to plan appropriately for further learning when schools resume, while parents/guardians need to ensure that their children access copies of these materials and use them appropriately.

I recognise the effort of National Curriculum Development Centre in responding to this emergency through appropriate guidance and the timely development of these home study materials. I recommend them for use by all learners during the lockdown.

Alex Kakooza
Permanent Secretary

Ministry of EDUCATION AND SPORTS

ACKNOWLEDGEMENT

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of home-study materials for Pre-Primary, Primary and Secondary Levels of Education during the COVID-19 lockdown in Uganda.

The Centre appreciates the contribution from all those who guided the development of these materials to make sure they are of quality; Development partners - SESIL, Save the Children and UNICEF; all the Panel members of the various subjects; sister institutions - UNEB and DES for their valuable contributions.

NCDC takes the responsibility for any shortcomings that might be. The comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or by visiting our website at <http://ncdc.go.ug/node/13>.

Grace K. Baguma
Director,
National Curriculum Development Centre

CONTENTS

FOREWORD

iv

ACKNOWLEDGMENTS

INTRODUCTION

5

LESSON ONE: PROMOTING MATHEMATICAL SKILLS

1

ACTIVITY 1: SORTING AND IDENTIFYING GROUPS	1
ACTIVITY 2: MATCHING AND COMPARING ACTIVITIES	9
ACTIVITY 3: BEGINNING NUMBER	15
Activity 4: Addition and Subtraction	23
Activity 5: Weight	29
Activity 6: Capacity	32
Activity 7: Time	34
Activity 8: Length	37
Activity 9: Addition	45
Activity 10: Shapes	47

LESSON TWO: PROMOTING LITERACY SKILLS

49

Introduction	49
Activity 1: Our Home	49
Activity 2: Human Body And Health	56
Activity 3: Our Environment And Weather	62

LESSON THREE: OUTDOOR PLAY ACTIVITIES	69
Introduction	69
Activity: Outdoor Play Activities	69
PARENT'S ROLE TO PROMOTE	1
LIFE SKILLS DEVELOPMENT	1
Introduction	1
HOME ROUTINE	3

INTRODUCTION

This Parent-Child Activity Book is meant to be used while working with the child to perform the activity(ies). Please read it carefully and look at the pictures to guide you. The materials to use for activities are well illustrated.

The following are the activities in this book:

LESSON ONE: PROMOTING MATHEMATICAL SKILLS1

ACTIVITY 1: SORTING AND IDENTIFYING GROUPS

ACTIVITY 2: MATCHING AND COMPARING ACTIVITIES9

ACTIVITY 3: BEGINNING NUMBER15

Activity 4: Addition and Subtraction

Activity 5: Weight

Activity 6: Capacity

Activity 7: Time

Activity 8: Length

Activity 9: Addition

Activity 10: Shapes

LESSON TWO: PROMOTING LITERACY SKILLS

Introduction

Activity 1: Our Home

Activity 2: Human Body And Health

Activity 3: Our Environment And Weather

LESSON THREE: OUTDOOR PLAY ACTIVITIES

Introduction

Activity: Outdoor Play Activities

PARENT'S ROLE TO PROMOTE LIFE SKILLS DEVELOPMENT

LESSON ONE: PROMOTING MATHEMATICAL SKILLS

INTRODUCTION

To promote the skills of mathematics for your child is giving him/her a life skill that you will appreciate as they grow. Your child will continue to develop their counting and calculation skills, learning different ways to group objects, multiply, and divide even after school times. They will encounter the need to measure and communicate length, weight, volume, temperature, time and money, discover shapes, and begin to learn about statistics. Your role as a parent is to make this learning activity as interesting as possible. As a parent you have the wonderful opportunity and responsibility for nurturing your child more than a teacher can do. The following activities can help you develop more relevant activities for your child.

ACTIVITY 1: SORTING AND IDENTIFYING GROUPS

ACTIVITY	STEPS TO FOLLOW
a) Describing and identifying	<ul style="list-style-type: none">- Describing- means that the learners can recognise, talk about, and name things around them.- Identifying- means that they can pick out an object from a given description. <p>Children differentiate between one thing and another, by looking for similarities and differences. Start with concrete or real objects and let them use the objects and move on to semi – concrete.</p>

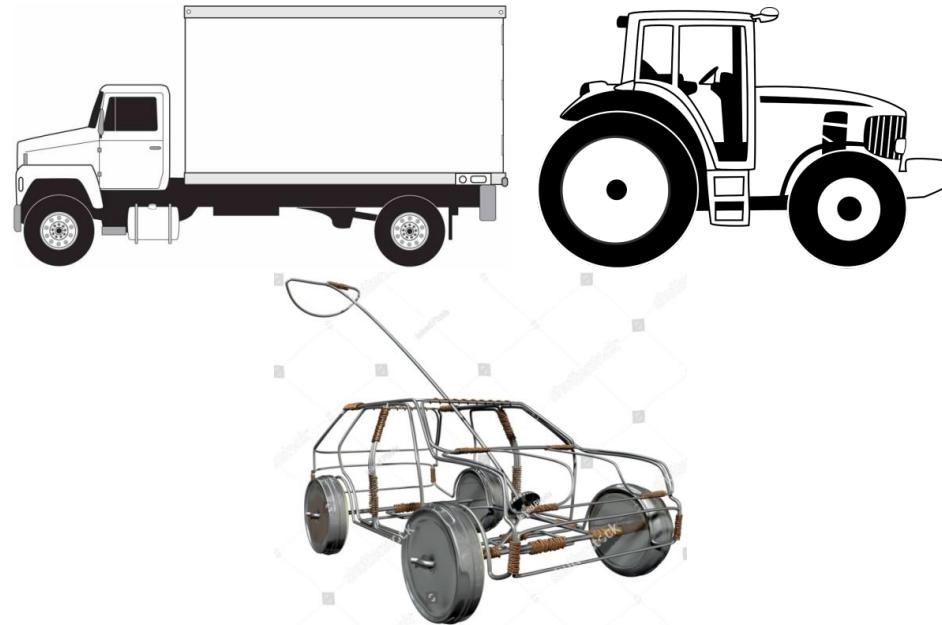


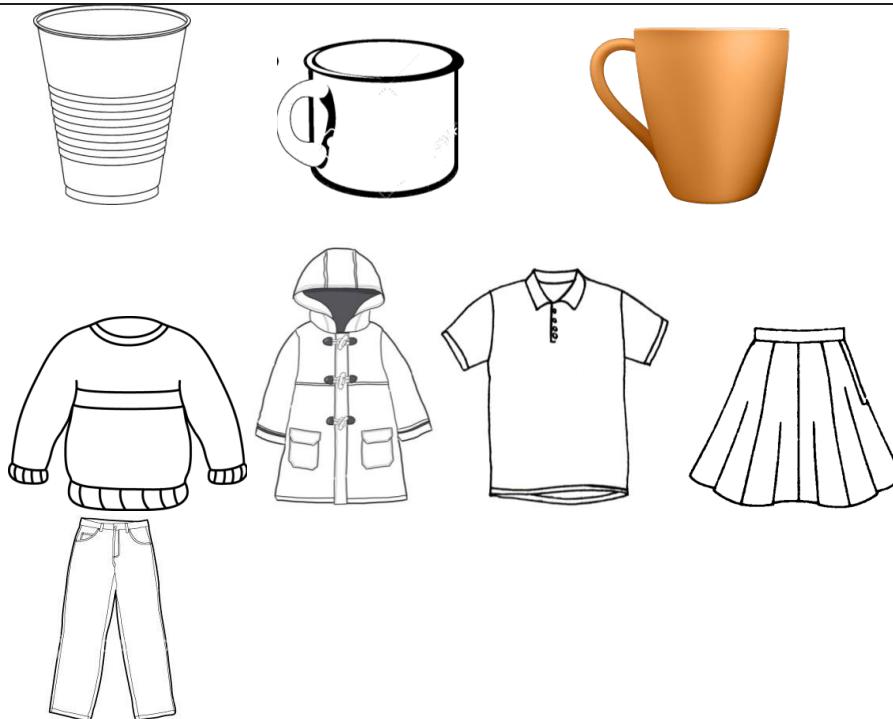
b) Identifying by attributes

Attribute: here you are asking children to focus on some property of the object. You are also asking them to focus on something which one object has in common with another. Start with concrete objects before going to pictures e.g. leaves, pieces of cloth, cups etc.

Example of questions you can ask using real objects and pictures.

- A lorry has wheels. What else has wheels?
- This classroom has windows. What else has windows?
- A cow has horns. What else has horns?



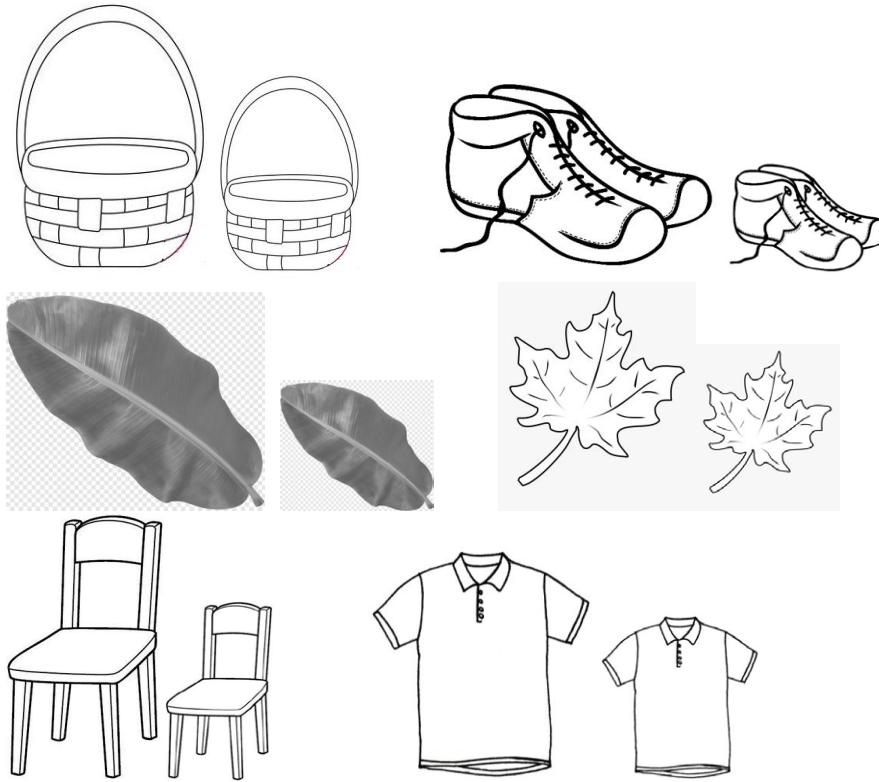


Pictures of; lorry, tractor, toy car made out of tins, cups (plastic, metallic, porcelain) sweater, rain coat, shirt, skirt, trouser

c) Sorting by size

Use concrete materials from the environment. Teach the contrasts big and small. First compare similar objects. You must have them.

- Big-basket, pot, cup, shoe, leaf, chair, book, dress, pencil, etc.
- Small-basket, pot, cup, shoe, leaf, chair, book, dress, pencil, etc.



Big and small; basket, shoe, leaf (banana & maize/sorghum/millet), chair, shirt

- Let the child get out of the house, look around, and identify big/small things e.g. trees, big/small houses, big/small windows, etc.



Objects of different sizes; trees, chairs, houses

- Let him/her go out and bring to the class, big and small things, e.g. stones, sticks, flowers, leaves, etc.

	<ul style="list-style-type: none"> Discuss with the child other things he/she can think of which are big and small. Use the materials in the environment to practice sorting concrete objects. Some children at this point may think that objects of the same size have the same weight. Some children also may think that big things are always heavier than small things. Do experiments with him/her to prove that it is not always the case.
d) Sorting by colour and by weight	<p>Follow the same methods and procedures as before using concrete objects, look for things of the same colours, (objects dresses, flowers, shoes won by children, etc.)</p>  <p>The illustrations show six dresses arranged in two rows of three. The top row includes a yellow dress with a pink lace collar, a green dress with a blue belt, and a red dress with a white lace hem. The bottom row includes a yellow dress with orange dots at the bottom, a blue dress with a purple belt, and a purple dress with a pink lace hem. To the right of the dresses are two pairs of boots, one orange and one blue, each consisting of a left boot and a right boot.</p>



Objects of different colours; dresses, shoes, shirts, cups, jerry cans

ACTIVITY 2: MATCHING AND COMPARING ACTIVITIES

ACTIVITY	STEPS TO FOLLOW
a) Matching equal groups	<p>This activity involves matching equal things in different groups, e.g. three cup of sand, three spoons. For example, stones and leaves flowers and balls, girls and books, etc. At this stage, children may not be counting, but only matching one – to – one. You can use many things. Here you are not concerned with counting things. But if the child can count, you may allow him/her to arrange as he/she count.</p> <p>i) After plenty of practice with concrete/real objects, you can use pictures, e.g. draw three pencils on a paper and three books. Let the child draw a line from pencil to book, (as indicated above). You can have a variety of matching pictures, e.g. bees and flowers, cups and spoons, bananas and girls, etc.</p>

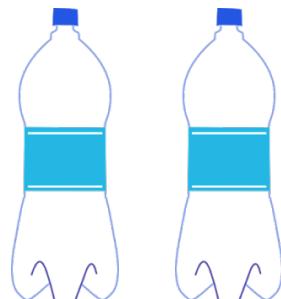
Three pencils



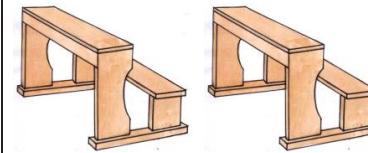
Four balls (made out of fibre)



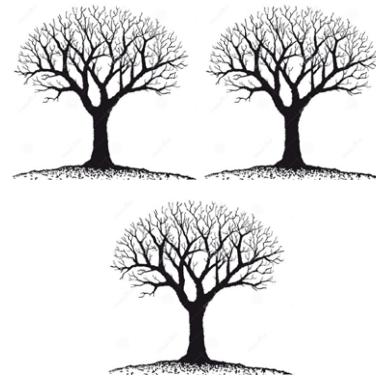
Two plastic bottles



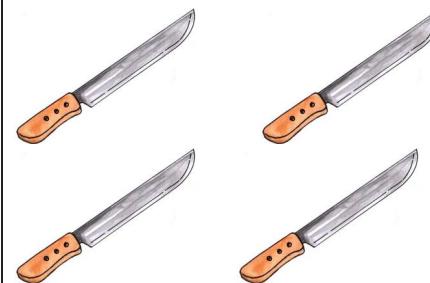
Two benches



Three trees



Four knives



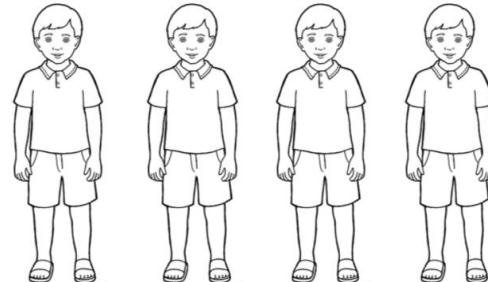
B) Matching unequal groups

This involves 'one-more-than' and 'one-less-than'. You may use the same or similar objects as you used in the equal groups. However, one group of objects should contain more object than the other. **They are now not equal.**

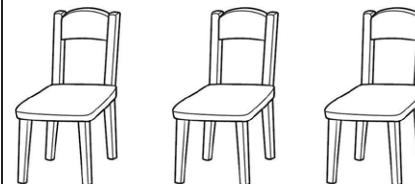
Let the child practice with different groups of objects. He/she should be able to tell which group has one more objects and which group has one more or less objects than the other.

Make sure that you ask questions all the time to help the child to realise the differences. Guide him/her to discuss while stressing the concept: 'there are more children than the umbrellas'.

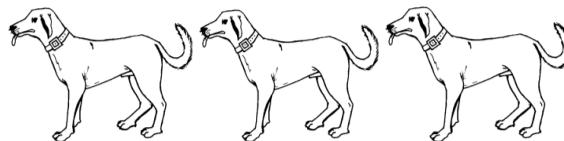
Four boys



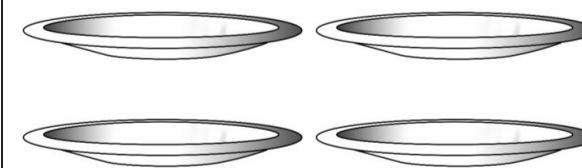
Three chairs

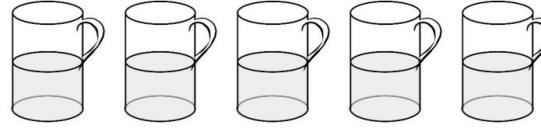
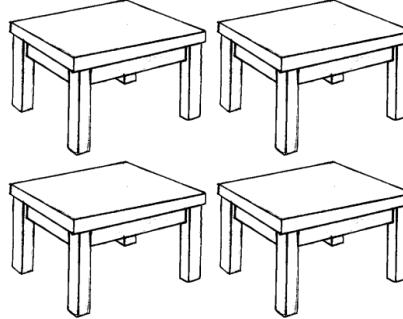
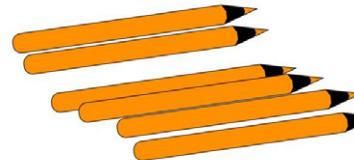
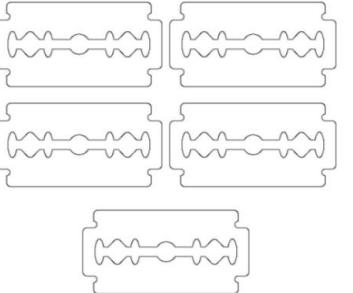
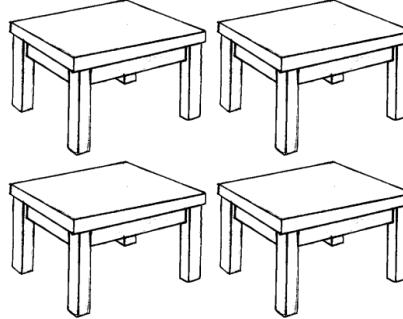
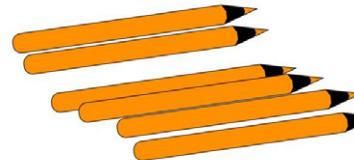
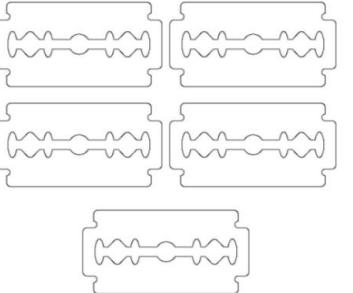
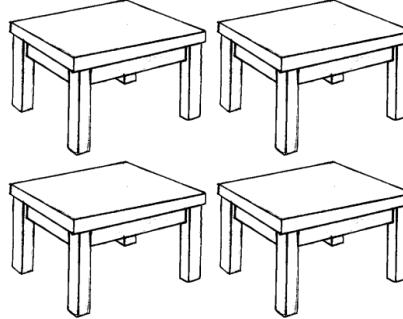
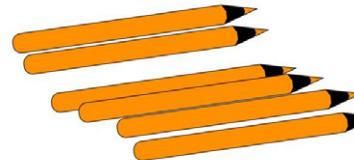
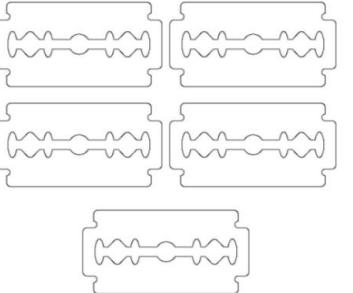


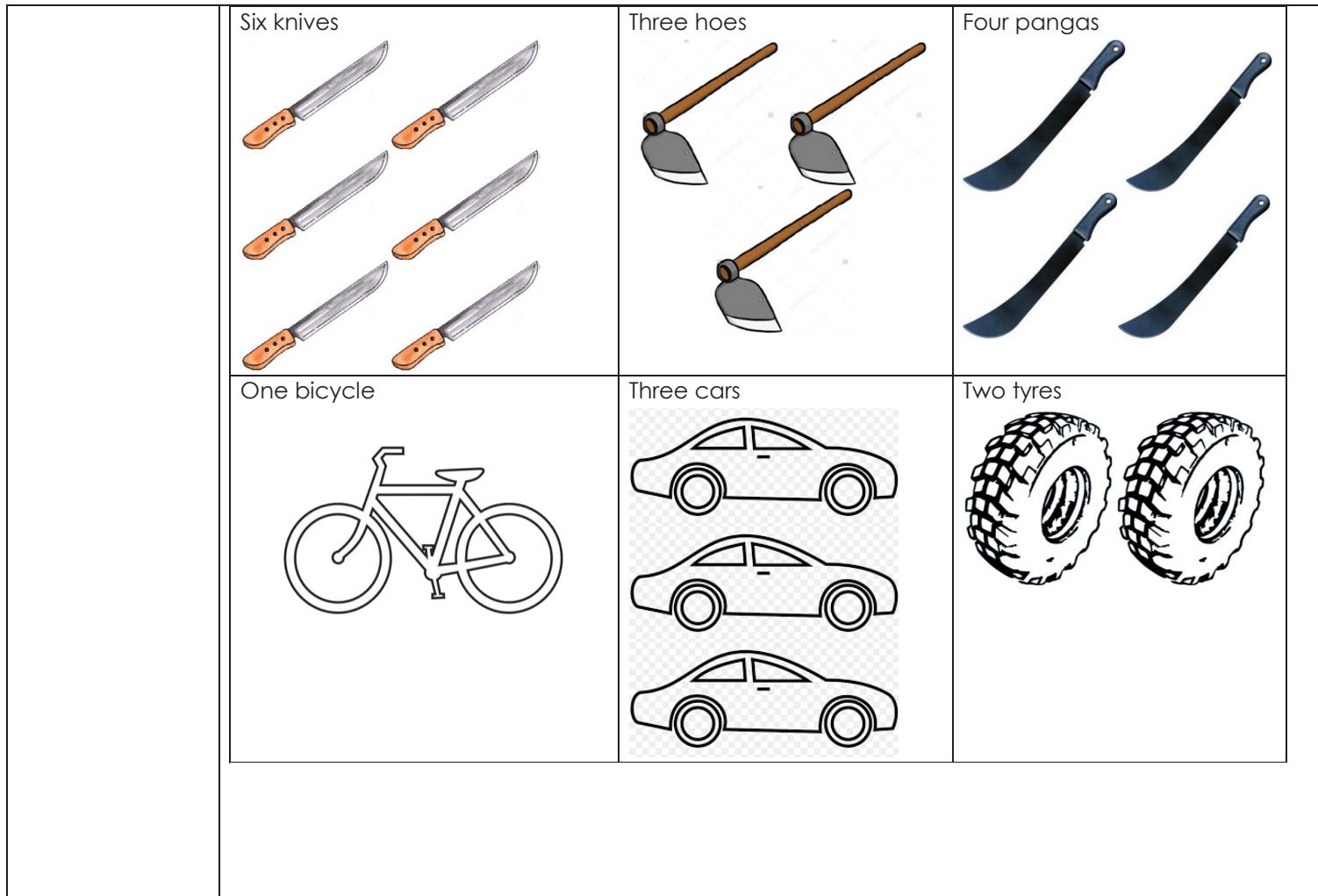
Three dogs



Four plates



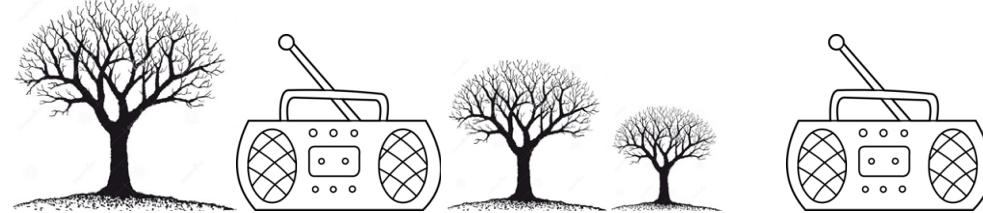
	<p>Five cups</p> 	<p>Four spoons</p> 			
<p>ii) You can use stories to make the activities interesting, e.g. `Moses, David and Saul are going to school. But as they are getting dressed there is a big thunderstorm. So they look for their umbrellas. They find two umbrellas. Moses takes one, David takes one. What is Saul going to do? Compose your own stories to use.</p>					
b) Ordering Three groups	<p>This is a continuation of Matching one-to-one to see which group has the greatest number and which one has the least. Example of questions you might want to ask:</p> <table border="1"> <tr> <td> <p>Four tables</p>  </td><td> <p>Six pencils</p>  </td><td> <p>Five razorblades</p>  </td></tr> </table>		<p>Four tables</p> 	<p>Six pencils</p> 	<p>Five razorblades</p> 
<p>Four tables</p> 	<p>Six pencils</p> 	<p>Five razorblades</p> 			

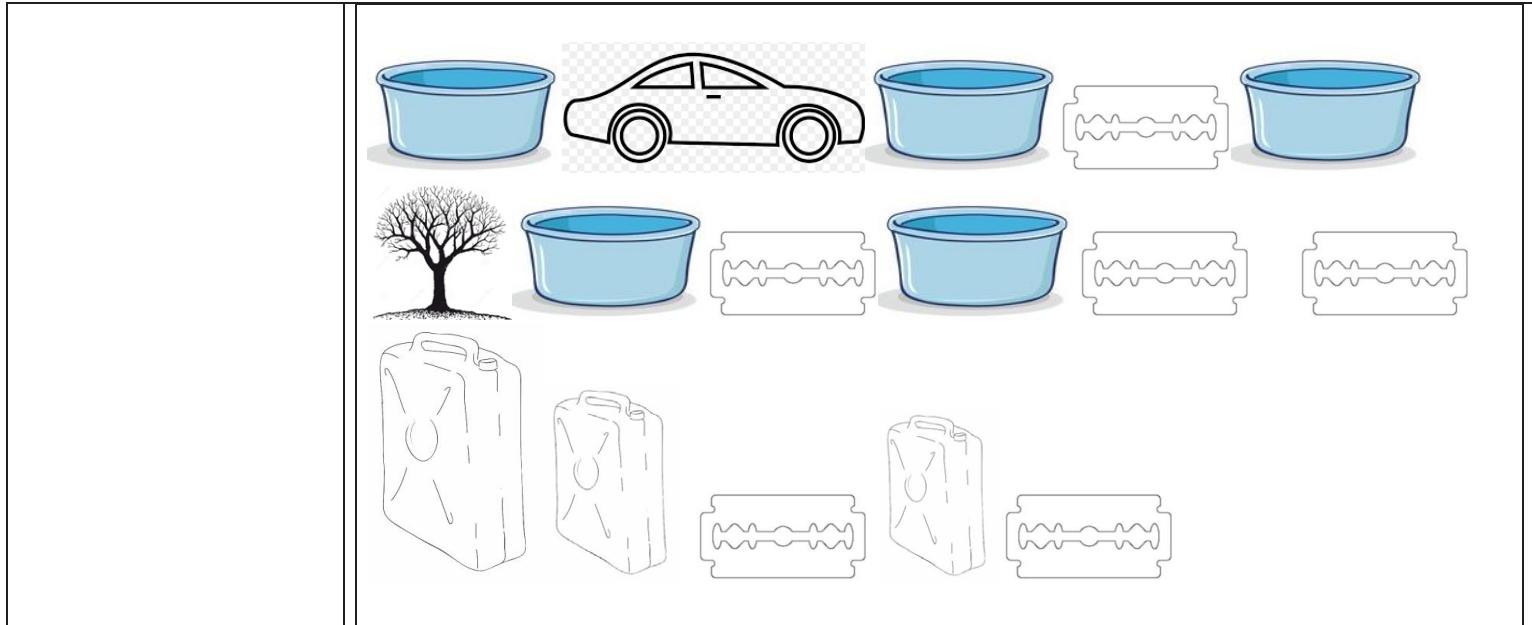


	<ul style="list-style-type: none"> • Which group has the greatest number of objects? • Which group has the least number of objects? • Are they more...or...less? • How many more....are there? 																					
c) Words that show positions	<p>This activity teaches children to find the positions of objects in a line as first, second, third, etc. For example, ask the children to pick out the second bottle-top. Always name the first so that it is clear where to begin from. Ask the child to pick out the fourth...in the line; the fifth stick in the line of sticks.</p> <table border="1"> <thead> <tr> <th>1st (First)</th><th>2nd (second)</th><th>3rd (third)</th><th>4th (fourth)</th><th>5th (fifth)</th><th>6th (sixth)</th><th>7th (seventh)</th></tr> </thead> <tbody> <tr> <td>Baby </td><td>Boy </td><td>Girl </td><td>Father </td><td>Mother </td><td>Grandmother </td><td>Grandfather </td></tr> <tr> <td>Hoe </td><td>Knife </td><td>Panga </td><td>A rake </td><td>Pruning saw </td><td>Forked hoe </td><td>Sickle </td></tr> </tbody> </table>	1 st (First)	2 nd (second)	3 rd (third)	4 th (fourth)	5 th (fifth)	6 th (sixth)	7 th (seventh)	Baby 	Boy 	Girl 	Father 	Mother 	Grandmother 	Grandfather 	Hoe 	Knife 	Panga 	A rake 	Pruning saw 	Forked hoe 	Sickle 
1 st (First)	2 nd (second)	3 rd (third)	4 th (fourth)	5 th (fifth)	6 th (sixth)	7 th (seventh)																
Baby 	Boy 	Girl 	Father 	Mother 	Grandmother 	Grandfather 																
Hoe 	Knife 	Panga 	A rake 	Pruning saw 	Forked hoe 	Sickle 																

	Plastick cup 	Mingling stick 	Forks 	Spoons 	Metallic cup 	Saucepans 	Plastic plate 
	<p>➤ Draw five large squares on the floor in a line. Ask the child to stand in the second, fifth, first...squares. Always tell him/her which square is the first.</p>						

ACTIVITY 3: BEGINNING NUMBER

ACTIVITY	STEPS TO FOLLOW
a) Touching, Pointing, and Counting	<p>You will need a variety of things for the child to count. He/she should be able to point to other things such as: objects, pictures and things like windows, doors etc. Give plenty of practice in touching and counting.</p> <p>Objects mixed; four trees (different sizes), two radios, five basins, one car, three jerrycans (different sizes), six razorblades</p> 

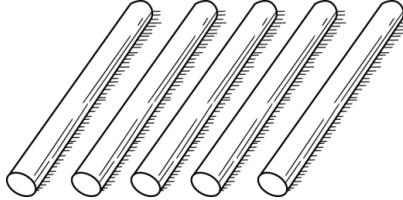
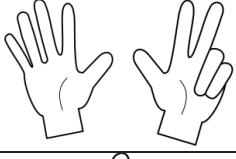


Counting exercises should be on-going whether the child is doing mathematics or not.

<p>b) Forming Number Concepts and recognising numeral for numbers.</p>	<p>Begin with 1. For instance, take one stone. Let the child pick one stone up and you do the same. Now write 1 on a paper and say one, as you write it. Add another stone to make two. Write 2 on the paper and say two. Repeat with sticks, leaves, flowers, etc.</p> <p>When the child is able to count, matching number names to objects, you introduce him/her to:</p> <ul style="list-style-type: none"> i) Draw the chairs on a paper and write numerals under them (as shown above). Let the child count each group and tell you the numeral. E.g. ask him/her to pick up two bottle-tops, clap his/her hands once, show four fingers, jump five times, etc.
--	---

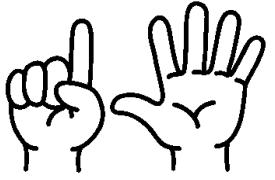
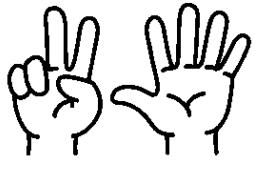
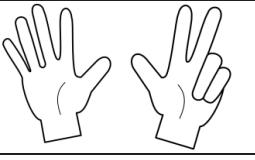
		as he/she does these activities you must write the numerals on the paper. Ask the child to identify the numerals you have written.
		<ul style="list-style-type: none">ii) Write the numerals on the paper and ask him/her to show you the fingers equal to the number. Look at his/her hands to make sure that he/she is showing you the correct number of figures.iii) Do the activity using many different materials, and activities to allow the child to practice?iv) Write the numerals on the paper. Ask the child to draw the sticks under them.v) Draw the sticks. Let the child say the number numerals. (When you draw the sticks some of the child will recognise the number by just looking).

Numeral	Hand signal the fingers showing each numeral.	Objects
1		One ball 

	4		
	7		
	5		Five sticks 
	8		
	3		
c) Writing Numerals	The child begins practicing as we have done with 'recognising numerals for numbers,		

(in the above activity). As they write the numerals they say the number name out. Give the child plenty of time to practice. Make sure that he/she always writes from the top, going downwards. As he/she writes, pick up counters to show the number after he/she has written it.

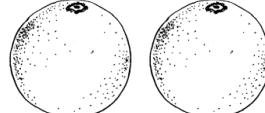
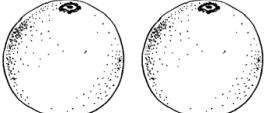
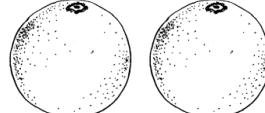
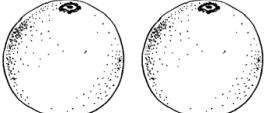
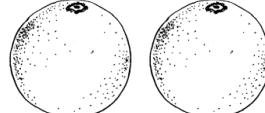
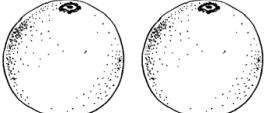
Numeral	Hand signal Insert the fingers showing each numeral.
1	
2	
3	
4	

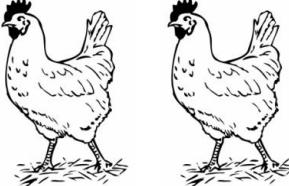
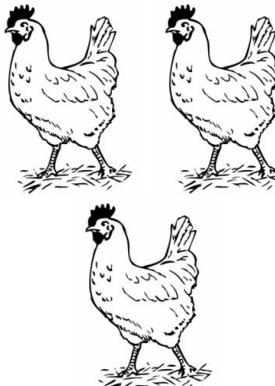
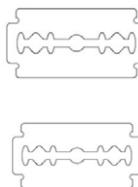
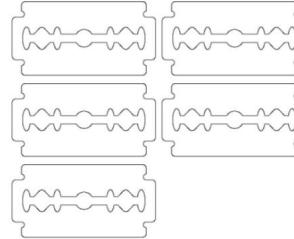
5	
6	
7	
8	
9	

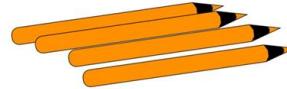
Demonstrate to the child how to write the numbers. Try to practice in the air, in the sand and on papers. Turn your back to him/her and write otherwise he/she will write 2 the

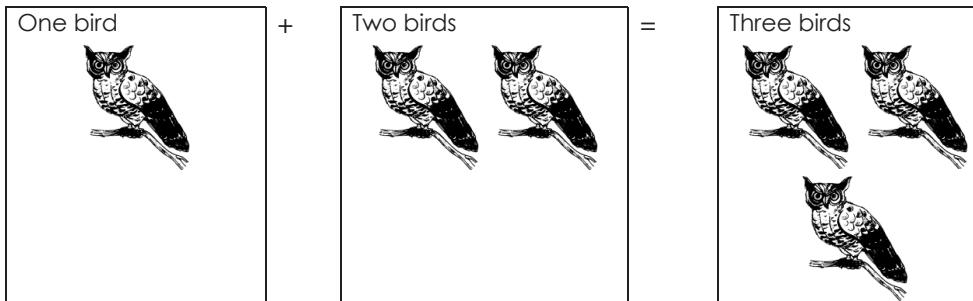
	other way round.
d) The number Zero	<p>It is always good to teach the concept of 'zero' after the child has learnt the numbers. '1 – 5 '. Do this practically. E.g. draw a large circle on the classroom floor to look like a zero. 0</p> <p>Introduce this in an interesting way e.g. ask: 'Have you ever seen someone with three eyes?' The child will say 'no-one' Show him/her the symbol '0' attached to nothing, by writing it on a paper. Call the attention of the child to the big '0' on the paper. Now ask if he/she has ever seen anyone with three noses. There is no one. The child will begin to associate the 'empty' circle with nothing` remember the zero is not a nothing, it is a place holder standing for not there.</p> <p>Put four seeds in the tin. Pour them out. Then 'ask': Are there any seeds left in the tin? No. the tin is empty. It has no seeds. The number of the seeds left in the tin is zero. Write '0'. Give to the children plenty of activities to help them understand the concept of zero. Do more activities that engage child into getting the concept of 'zero'.</p>

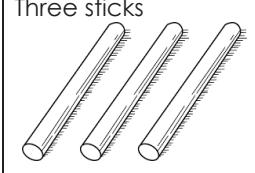
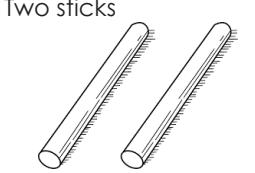
Activity 4: Addition and Subtraction

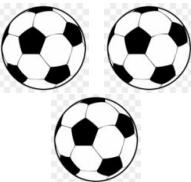
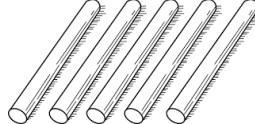
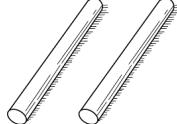
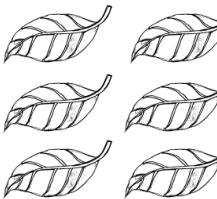
ACTIVITY	STEPS TO FOLLOW																		
a) Introducing the `+' sign using concrete objects.	<p>The child needs to discover the many ways in which number pairs can be found in a given range. For example, 3 can be made up as follows: 0 and 3, 1 and 2, 2 and 3, 3 and 0.</p> <p>These are called 'number – facts' or 'number – boards'</p> <p>Provide counters for the child and ask him/her to pick 1 counter, put it on one side of the desk then pick 2 other counter. Ask him/her to bring the 1 counter and put it together with the 2 counters. They get 3. Tell the child that the (+) sign is a way of writing (add) or 'put together.' so, under 3, we have:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>(3)</td> <td>(5)</td> </tr> <tr> <td>$2 + 1$</td> <td>$1 + 4$</td> </tr> <tr> <td>$3 + 0$</td> <td>$2 + 3$</td> </tr> <tr> <td>$0 + 3$</td> <td></td> </tr> <tr> <td>$1 + 2$</td> <td></td> </tr> </table> <div style="text-align: center; margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td style="width: 45%;">Two oranges </td> <td style="width: 5%; text-align: center;">+</td> <td style="width: 45%;">Two oranges </td> </tr> <tr> <td></td> <td>Three balls </td> <td></td> <td>One ball </td> </tr> </table> </div>	(3)	(5)	$2 + 1$	$1 + 4$	$3 + 0$	$2 + 3$	$0 + 3$		$1 + 2$		4	Two oranges 	+	Two oranges 		Three balls 		One ball 
(3)	(5)																		
$2 + 1$	$1 + 4$																		
$3 + 0$	$2 + 3$																		
$0 + 3$																			
$1 + 2$																			
4	Two oranges 	+	Two oranges 																
	Three balls 		One ball 																

		<p>Four flowers</p> 	<p>+</p> <p>One flower</p> 	
5		<p>Two hens</p> 	<p>+</p> <p>Three hens</p> 	
	7	<p>Two razorblades</p> 	<p>+</p> <p>Five razorblades</p> 	

	Three pencils 	+	Four pencils 	
<p>Write on the paper as the child reads these pairs. Continue with all the numbers, in order, from 1 – 10. At this time do not introduce the '=' until he/she understands the '+' well.</p>				
<p>b) Introducing the (=) sign</p> <p>The child needs to know that we write '=' for the word 'equals'. E.g. $1 + 4 = 5$</p> <p>Read it out as, 'One, add four, equals five.' Ask the child to repeat this several times.</p> <p>In this case, make sure that you use concrete objects, then illustrations, e.g. flowers, trees, birds, balls, people, cars etc. This will help demonstrate this. The child should be helped to carry out these things practically.</p>				



	 Two pencils +  One pencil = <input style="width: 150px; height: 100px; border: 1px solid black; margin-left: 20px;" type="text"/>
	 Three sticks +  Two sticks = <input style="width: 150px; height: 100px; border: 1px solid black; margin-left: 20px;" type="text"/>
c) Introducing Subtraction	<p>Do a lot of practical activities with concrete objects. Here the child finds the difference between two groups of things or counters (with different numbers in the two groups) by Matching one-to-one.</p> <p>(Show three girls and three flowers, four boys and three balls and let the child practice using different objects.</p> <p>(Here you are showing the equal groups and non-equal groups.) Show 5 counters (sticks, flowers, bottle tops, leaves, stones, etc.) and match them. E.g. difference between 5 bottle tops on one side and 3 bottle tops on the other side 'is 2 bottle tops.'</p> <p>Draw illustrations on the paper to demonstrate the differences.</p>

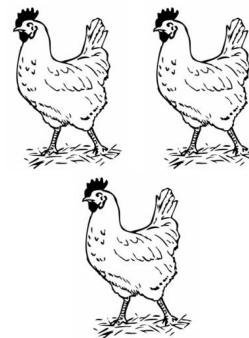
	Objects	Difference		
Three balls		-	One ball 	Two balls 
Five sticks		-	Two sticks 	
Six leaves		-	One leaf 	
After doing the activity with the counters for some time you can proceed to diagrams on the paper.				
d. Introducing the `=` sign	Engage the child to do this practically. The child takes away a certain number of objects from an existing group. E.g. a child has 5 sticks in her hand. She throws away 2. How many are left?			

Make up some interesting stories to represent subtraction e.g.

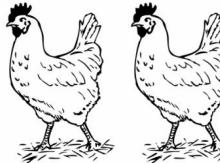
- I have 4 sweets, in my hand, I give Susan 2. How many are left in my hand?
- Paul went to buy 5 eggs. On the way, he knocked the toe on a stone and fell down. Four eggs got broken. How many remained?

When the child has had plenty of practices you can introduce the (-) sign. Write ' $4 - 2 = 2$ ' on the paper and tell them that (-) is a short way to write 'take away'.

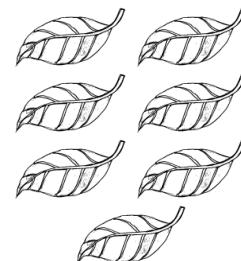
Three chicken



Two chicken

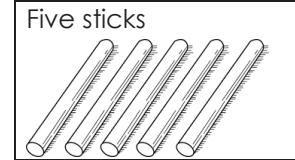


Seven leaves



One leaf



	 <p>Eight sticks</p>	 <p>Five sticks</p>	$=$
--	---	--	-----

Remind him/her what (=) stands for. Let him/her read with what you write on the paper. Give plenty of practice. For numbers beyond 5, use similar activities and make sure that they do a lot of practice.

Activity 5: Weight

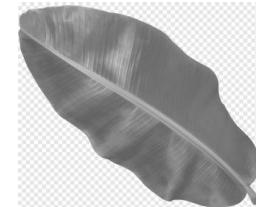
ACTIVITY	STEPS TO FOLLOW
<p>Comparing weights by lifting objects.</p>	<ul style="list-style-type: none"> • Bring a variety of objects: some very light and some very heavy. Let the child lift them and compare them in pairs, one heavy and one light, e.g. • A pencil and a hoe • A piece of chalk and a shoe • A feather and a broom <p>The children should have a chance to compare and to say what they have found:</p> <ul style="list-style-type: none"> • A pencil is lighter than a hoe • A shoe is heavier than a stick • A broom weighs more than a feather <p>The child can do a lot of exercises to experience the concept of weight. S/he needs to realise that a larger object may not necessarily be heavier than the small object.</p>

Bring similar objects of whom some are empty and others have contents. Let him/her look at each identical pair, lift and describe. Give plenty of opportunities for practice.

A small stone



A big leaf (banana)



A feather

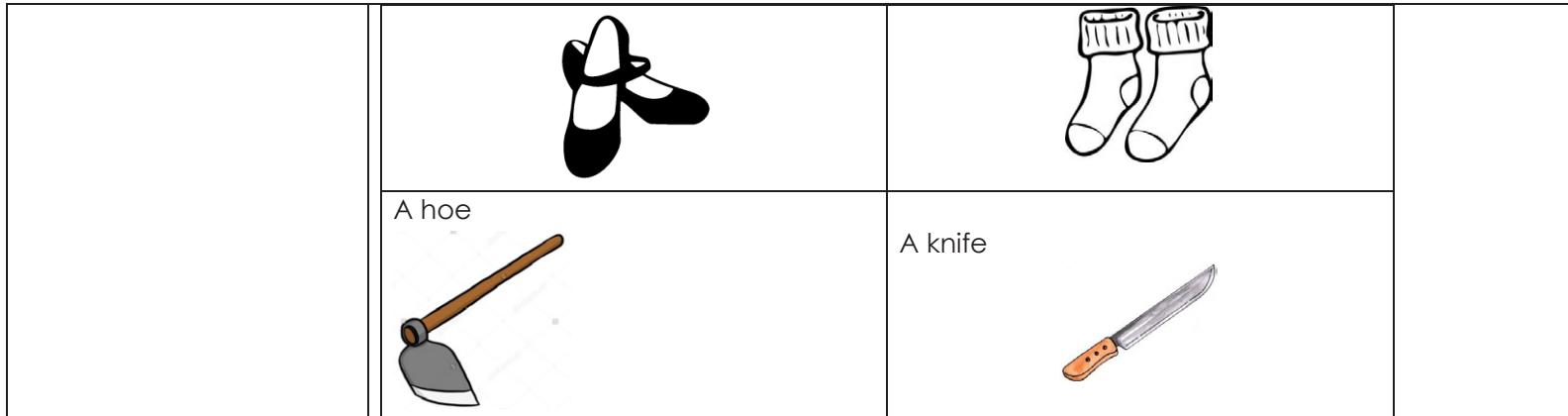


A bloom

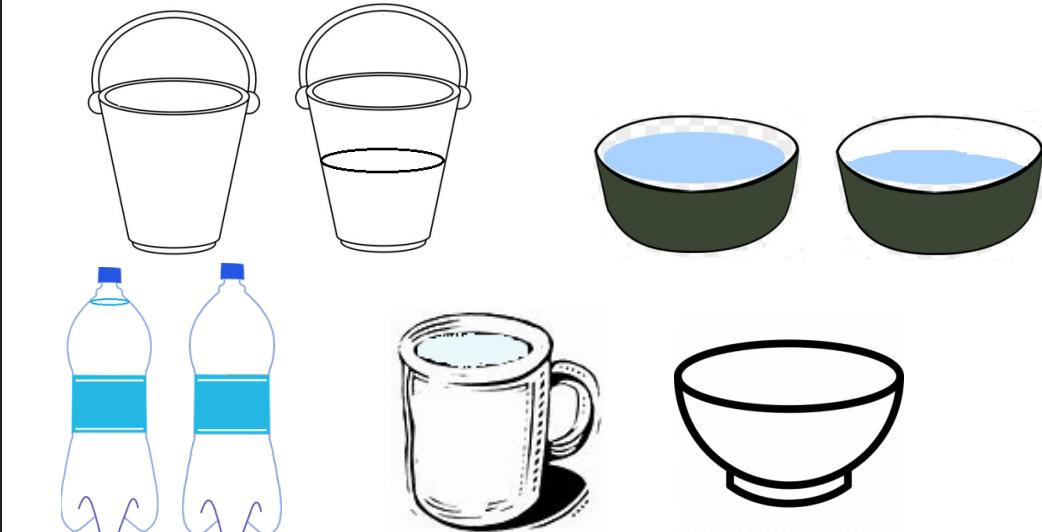


A shoe (black school)

A sock



Activity 6: Capacity

ACTIVITY	STEPS TO FOLLOW
Recognising Full, Empty + half full	<p>Get the following.</p> <ul style="list-style-type: none">• Containers of different sizes• A bucket or other containers with water or sand• Many smaller containers, such as plastic cups, bottles, tins bottle tops, etc. <p>Pictures of; buckets (empty & half full), basins (full & half full), bottles of water (full & empty), a cup (full), dish (empty). They may contain water or sand</p> 

In these activities you will be focusing on helping the child to recognise when a container is full and when it is approximately half – full. Let the child play with the materials, filling and emptying them. You may ask a child to fill a bottle with water and show to the class. Then ask them:

- Is it full? (Yes)
- Is it empty? (No)

If it is not really full ask the child to add on more water to fill it properly. Now ask him/her to show an empty bottle or tin and ask:

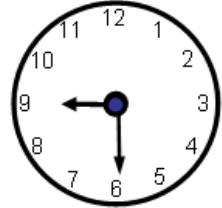
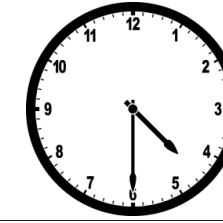
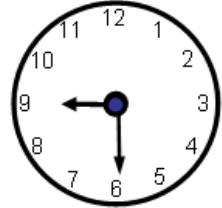
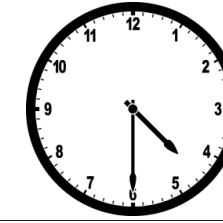
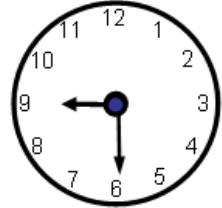
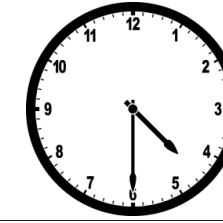
- Is there any water in it? (it has nothing inside. It is empty.)
- Help the child to say, 'the tin is empty'

Repeat with some other containers. The child should fill up some containers and others half, while others are empty. He/she should be able to say, 'this..... is full' or vice versa.

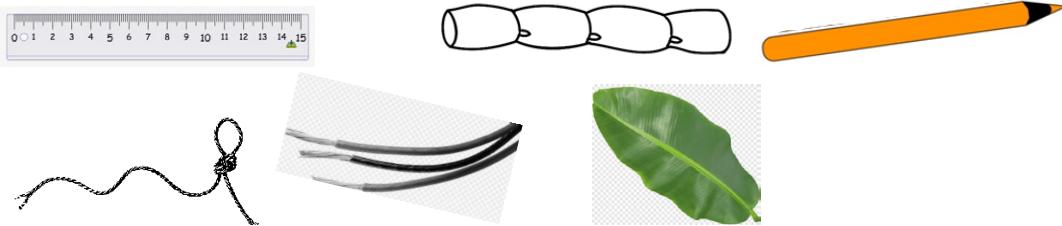
Activity 7: Time

ACTIVITY	STEPS TO FOLLOW
Morning, afternoon Evening + Night.	<p>Here the child is going to talk about morning, afternoon, evening and night and relate these times to different various things they always do at these times, or events that always happen at these times. Ask him/her about these events and times:</p> <ul style="list-style-type: none"> • What happens every day when you get up in the morning? • When do you go to sleep? • Is it still light when you go to sleep or it is dark? • What do you call this time of the day? <p>Let the child talk about all the things that happen at home as evening comes. Father comes home from work, mother prepares the meal, children play... now ask about other times of the day in a similar manner.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>A girl sweeping the compound.</p>  </div> <div style="text-align: center;"> <p>A farmer watering the crops.</p>  </div> <div style="text-align: center;"> <p>A boy brushing His teeth</p>  </div> <div style="text-align: center;"> <p>Children sleeping under a net.</p>  </div> </div>

	<p>Use the words, morning, afternoon, evening, night, so that the child can get familiar to them. Create and tell stories that depict things done during these times.</p>
Clock face	<p>Get a large clock face. If possible, make and bring small clock faces from cardboard. Let it have one arm long and other short. The idea is to enable the child to see the clock face, become familiar with it and see how the numbers are placed on it.</p> <p>A clock face with the minute and hour hands only.</p>  <p>Ask the child to read the numbers on the clock face starting from numeral 1 (one) and going clockwise. As he/she reads each number use the short pointer of the clock as pointer, moving to each number in turn. When you reach 12, you must draw attention to the fact that after twelve we have one again on the clock.</p> <p>❖ Draw a clock face on a paper. Mark 12 on it at the top. Ask the child to come up and write 6, 3 and 9. When he/she has practiced for a while, let him/her write all the numbers, 1 to 12, on the clock face. He/she has to be accurate. If he/she knows approximately where the number should be, you have succeeded in your lesson.</p>

Associating time with familiar activities.	<p>In this activity you must encourage the child to talk about the times during the day when they do certain things:</p> <table border="1" data-bbox="556 290 1633 636"> <tbody> <tr> <td data-bbox="556 290 821 636"> Clock face showing 9:30.  </td><td data-bbox="821 290 1087 636"> Clock face showing 1:00  </td><td data-bbox="1087 290 1352 636"> Clock face showing 4:30.  </td><td data-bbox="1352 290 1633 636"> Clock face showing 7:00.  </td></tr> </tbody> </table> <ul style="list-style-type: none"> ❖ At 9 O'clock in the morning, classes begin ❖ At 1 O'clock in the afternoon, school children go home. ❖ At 7 O'clock in the morning, we get up <p>As he/she talks about these times he/she can also show the time on their clock faces.</p>	Clock face showing 9:30. 	Clock face showing 1:00 	Clock face showing 4:30. 	Clock face showing 7:00. 
Clock face showing 9:30. 	Clock face showing 1:00 	Clock face showing 4:30. 	Clock face showing 7:00. 		

Activity 8: Length

ACTIVITY	STEPS TO FOLLOW		
a) Comparing long short +	<p>The child compares two similar objects, e.g. two pieces of string, two pencils, two sticks, two pieces of banana fibres, strings, etc.</p> <p>Use things within the environment that are easily obtainable.</p> <p>Ruler, a sugarcane, pencil, string, wire, banana fibre</p> 		
b) Comparing unequal two	<p>The child compares the lengths of objects by placing them against each other, in the correct manner.</p> <p>The child compares two objects that are not of the same length using word: 'longer than', 'shorter than'.</p> <p>As the child is doing these activities tell him/her to use words 'longer than', e.g. the stick is longer than the pencil.</p> <table border="1" data-bbox="589 931 1671 1078"> <tr> <td>A ruler</td> <td>A pen</td> </tr> </table>	A ruler	A pen
A ruler	A pen		

A pencil



A sugarcane (fully grown)



A short banana fibre



A long metal pipe

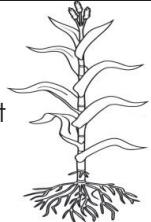


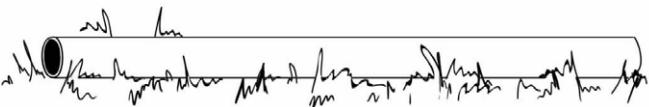
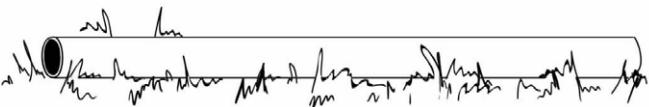
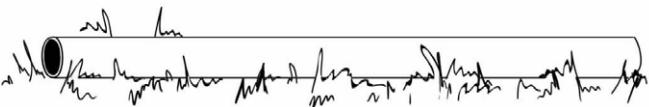
A bus



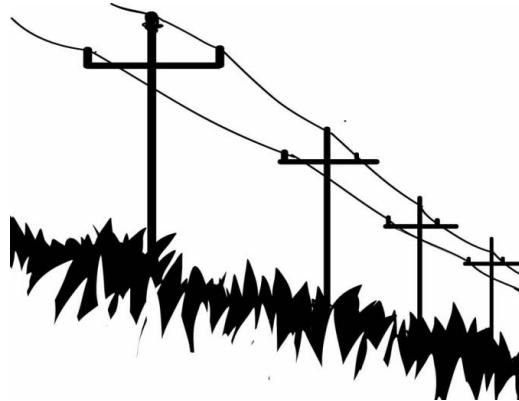
A taxi



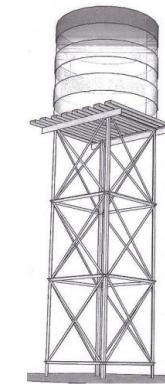
c) Comparing taller + shorter	<p>Start with pictures of children and compare them. E.g. Mary is taller than Eve. Eve is shorter than Mary.</p> <p>Take the child out to look at things and compare the heights of trees, buildings and others.</p> <p>The child can draw trees, stickmen, etc. and use the correct words to describe them.</p>		
	<p>A young maize plant</p> 	<p>An avocado tree</p> 	
	<p>A flat</p> 	<p>A bungalow</p> 	

	<p>A boy</p> 	<p>A woman</p> 							
d) Long and tall	<p>For this, use a similar strategy with the above. However, explain that long is used on the 'horizontal' situation while tall is on the 'vertical' situation.</p>								
<table border="1"> <thead> <tr> <th>Long</th><th>Tall</th></tr> </thead> <tbody> <tr> <td>A long metal pipe lying on the ground</td><td>A tall pine tree.</td></tr> <tr> <td></td><td></td></tr> <tr> <td> </td><td> </td></tr> </tbody> </table>		Long	Tall	A long metal pipe lying on the ground	A tall pine tree.				
Long	Tall								
A long metal pipe lying on the ground	A tall pine tree.								
									

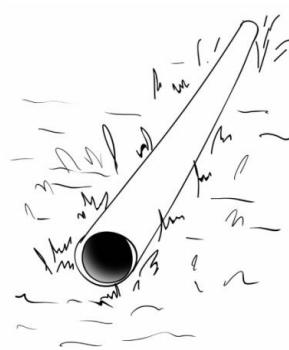
A long wire placed horizontally.



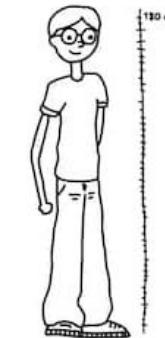
A tall stand for tanks.

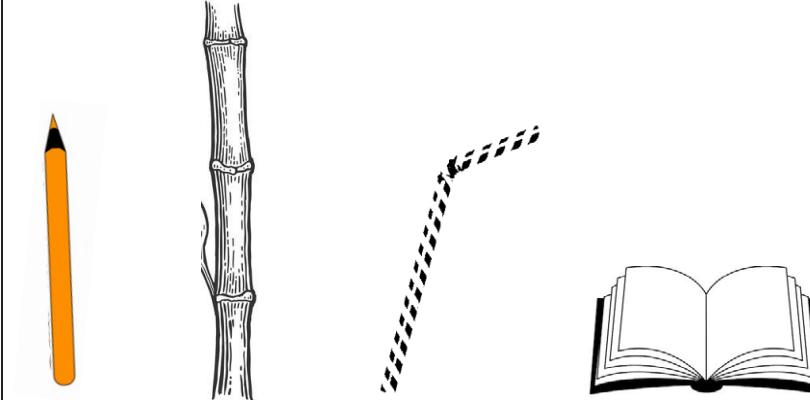


A long pipe on the ground.



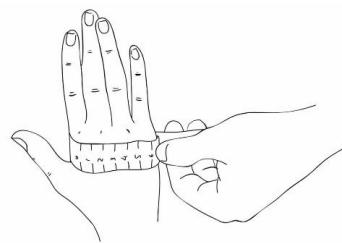
A tall person.



	<p>Help the child to use the words, 'tall and long' well. You can use sticks, pencils and other real things.</p>
e) rdering	<p>Here the child orders length of things, beginning with three objects. Show the child a stick and ask him/her to find something longer, then something shorter, and ask him/her to arrange them in order of length.</p> <p>While a child is doing this, encourage him/her to say:</p> <ul style="list-style-type: none"> – This rope is the longest. – This stick is longer than the pencil. – The card is shorter than the book, etc. <p>The following objects in order of height; a pencil, a sugarcane, a straw, a book.</p> 

	<p>The following objects in order of length; pipe, banana fibre, ruler, wire.</p> 
	<ul style="list-style-type: none"> ❖ You can use more many different objects for ordering to give the child more practice, using the correct vocabulary.
f) Measuring with non-standard units	<p>You should select objects that cannot be moved about and put together for comparison, e.g. the wall of the bathroom and the wall of the sitting room. The sticks, ropes, cards used should not be of the same length.</p> <ul style="list-style-type: none"> ❖ He/she can also measure some curved objects using ropes, e.g. his/her waists, distance round (i.e. circumference) of his/her head, distance round at large cans, etc. When he/she has measured many concrete objects, you can move to pictures. Draw curved linens and straight lines on the ground for him/her to measure, but the curves should be simple to make it possible for the child to measure.
g) Measuring with limbs	<p>These are measurements made using parts of our body.</p> <p>It is very natural for people to use their arms, or feet or fingers to show length. Ask the child to measure objects around the home using limb-measures such as finger-widths, hand-spans, foot-steps, strides, cubits (length from elbow to fingertip), etc.</p>

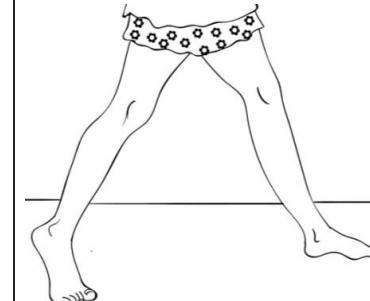
A child measuring using finger widths.



A child measuring footsteps



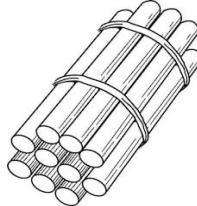
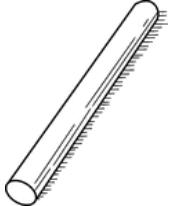
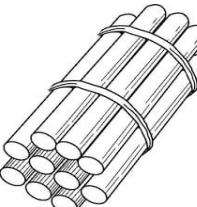
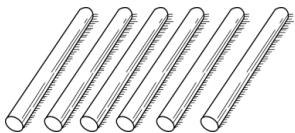
A child measuring using strides



- i) Ask the child to measure the length of the sitting room using his/her strides. Guide them to realise that they need to use units of measurement which are the same length.
- ii) Give the child equal length of sticks or ropes for measuring objects. Again, he/she should all measures the same list of objects and measure them with his/her sticks, ropes, etc.

Activity 9: Addition

ACTIVITY	STEPS TO FOLLOW
Place Value	<p>This is the act of grouping in tens and ones. You can use bundles of sticks, an abacus, or place value charts to teach about place value. The child should get twenty pieces of sticks.</p> <p>Pick up 10 sticks as the child counts with you. Tie them with a string and place them in your right hand, so that the child sees them on their left-hand side when you face them. Ask the child to count out ten sticks. Tie them with a piece of string.</p> <p>Draw these sticks on the left side of the paper. Make sure that all the sticks on the left-hand side of the child's mat ground or floor.</p> <p>Now ask the child to put one stick on the other side of the desk, the right-hand side. You should also pick one stick in your left-hand and say: 'ten and one equals eleven'.</p> <p>Let the child repeat 'eleven'. Now write '10' on the board under the drawing of the sticks. Then draw a single stick to the right of it. Write '1' under the stick.</p> <ul style="list-style-type: none">• Now repeat the activity adding two sticks to 10• Give him/her two types of activity to help them remember the names:<ol style="list-style-type: none">I. Write 12 examples, on the paper. Let him/her tell you how many tens and ones there are. What is the number name? 'Twelve'II. Another example, 'what does 17 stand for?' (One ten and seven ones) ask him/her to write it.

Number	Tens	Ones	
11	Once bundle of ten sticks		
12			
17	One bundles of ten sticks		
36		Six sticks	
39			

Activity 10: Shapes

ACTIVITY	STEPS TO FOLLOW
Shapes that roll	<p>The following objects mixed together; matchbox, orange, ball, bottle, bucket, rectangular block, stone, irregular stick</p>  <p>Hold up some of the objects that you are going to use, one by one, and ask the child the name of each.</p> <p>Accept the ordinary everyday names of each.</p> <p>Choose an object that rolls such as a ball, an orange, bottle, tin and demonstrate the rolling to the class.</p> <p>Ask the child to come out and do the rolling.</p> <p>Ask the child to identify objects that will not roll (such as a match box or these in box form).</p> <p>Put a mixture of the rolling and non-rolling objects on each desk and ask the child to sort those that roll from those that do not roll.</p> <p>Engage the child in some discussion as to why some rolled and others did not roll.</p>

LESSON TWO: PROMOTING LITERACY SKILLS

Introduction

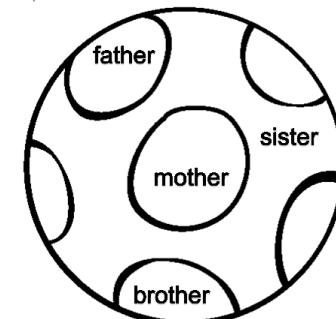
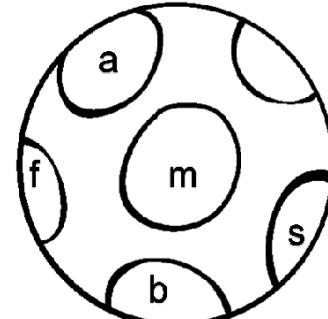
When a child is born, they start to develop literacy skills through their relationship with you. As you talk to them, sing, and play, you develop a foundation for your child to develop language and literacy skills. As a parent encourage your child to listen, speak, read, and write. You can promote these with a lot of activities. The following activities can help you develop more relevant activities for your child.

Activity 1: Our Home

ACTIVITY	STEPS TO FOLLOW.	
Identifying people in our home	<p>In a home, there are different people.</p>  <p>Catching and throwing a ball.</p>	<p>Guide the children to name what they see in the picture.</p> <p>Asks them to mention what they see. You mention first so children can repeat.</p> <p>Play with the children. (Point to the pictures while reading the story)</p> <p>Father; is the head of our home. Mother follows him. Tom, Peter and Joseph, are sons in the home Jane is a daughter in that home. What a lovely home that is.</p> <p>Jane: Tom, Tom, Washes all clothes.</p> <p>Mother: All of you people are useful in this home.</p>

Explain to the children how the ball game goes. Throw the ball with letters and words written on to the children. Ask children to catch, read a letter or a word from the ball and write it as others watch. Whoever finishes, throws to another.

A ball with letters (a, f, m, b, s) and words (father, mother, sister, brother) written on it.



Describing Roles
of people in our
home

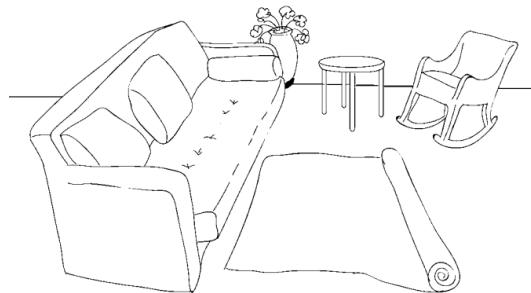
Describe the different roles played by different people at home to the children by reciting a rhyme.

Demonstrate: (Recite the rhyme alone first, recite as children repeat after you. Ask them to recite alone.)

Mother keeps the food clean.
Lovely, Jane bathes us clean.
Father buys us clean food to eat.
Tom mops the house clean.
Peter washes all clothes clean.
Grandmother weaves a mat clean.

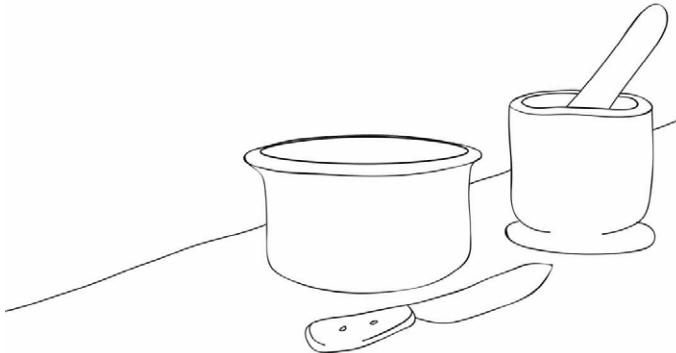
A picture of mother preparing food, father carrying food on a bicycle, a boy washing clothes, a girl bathing a baby, grandmother weaving a mat.



	
Identifying things found at home	<p>All people in this home work.</p> <p>Lead a rhyme about identifying things at home and their uses. (As in head, shoulders, knees and toes.....)</p> <p>(At home in the (sitting room x3) x2 there are these. (Tables, chairs, (mats and flowers x3) x2 we use them.</p> <p>A sitting room With; chairs, Tables, mats and flowers</p> 

(At home in the (kitchen oh!) x3) x2 there are these.
(Mortar, pestle, (saucepan, knife) x3) x2 we use them.

A picture of a kitchen with
A mortar, Pestle, saucepan and a knife



At home in the (bathroom oh! x3) x2 there are these.
basin, soap, (sponge and towel x3) x2 we use them

A picture of a bathroom
with a basin, soap, sponge and towel

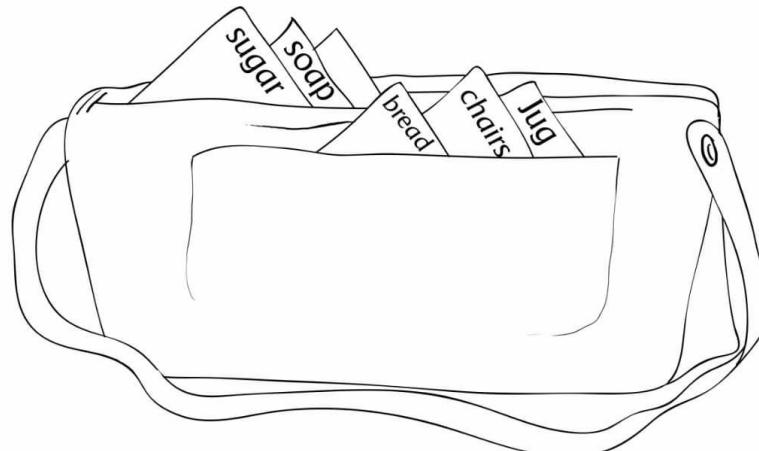


Using a letter card game to write words.

Make letter cards using paper and pencil.
Demonstrate by picking a card from a bag without looking in.
Write a word that the letter begins.

Direct the children to do the same.
A letter that is picked is the one to begin a word.
The word should be one of the things found at home.
The ones learnt.

A picture of letter cards hidden in a bag. The letters should be the ones that begin the learnt words for things found at home.



Practice writing the words using the letter picked

K =knife,

m = mat

f = flower

p = pestle

s = saucepan

s = soap

t = towel

t =table

Activity 2: Human Body And Health

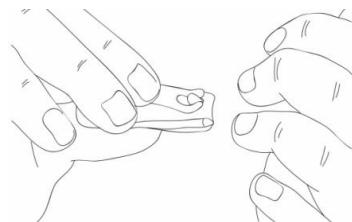
Activity	Steps to follow.
Observing personal hygiene and sanitation.	<p>Guides the children, to sing a hygiene song. (As in I will make you fishers of men)</p> <p>(Collect and burn (rubbish everyday x3) x2</p> <p>If you want good health x3</p> <p>Collect and burn rubbish everyday</p> <p>If you want good health.</p> <p>Wash your body, be (clean everyday x3) x2</p> <p>If you want good health x3</p> <p>Was your body, be clean everyday</p> <p>If you want good health.</p> <p>Cut your finger nails, keep them short x3</p>

Slash bushes, keep the grass short x3

As the name suggests, personal hygiene involves the cleaning of our bodies. Sanitation involves keeping the environment clean. Please explain the cleanliness and sanitation to the children.

After this explanation, let them point out two activities in personal hygiene and two activities in sanitation from the picture below.

A picture showing different activities done during personal hygiene and sanitation; cutting finger nails, slashing tall bushes, burning rubbish, cleaning water source (well), bathing.





Now guide them to write down what they have pointed out from the picture. Let them write more activities in each concept; personal hygiene and sanitation.

Controlling common diseases.

Let the children read this conversation between Hannah, Abigail and Andrew.

Andrew: Hello Hannah! Are you all right?

Hannah: No, I am not. I am sick, I am suffering from malaria.

Abigail: What's wrong Hannah? Do you have mosquitoes in your compound?

Hannah: Yes, there are many mosquitoes around our home. The whole place is bushy.

Abigail: That's why you're not all right. Mosquito bites cause malaria.

Hannah: What can I do to prevent them?

Abigail: Always cut the long grass short, and clear the bushes. You need to keep the compound clean, and drain away any stagnant water.

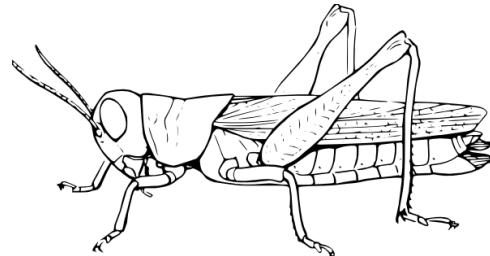
Andrew: Cover your food to prevent any houseflies from falling on it. They spread dysentery, diarrhoea and cholera. Tsetse flies spread nagana and sleeping sickness. Cockroaches also spread germs that cause dysentery, diarrhoea and cholera.

Abigail: You should also spray around your home to kill all the flies. Remember to always keep clean.

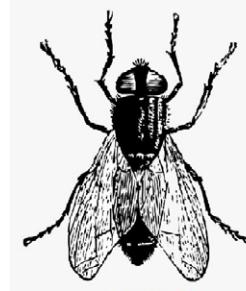
Hannah: Thank you, Andrew and Abigail.

Guide the children on the role of vectors in spreading disease. Let them choose which insects spread diseases from this picture.

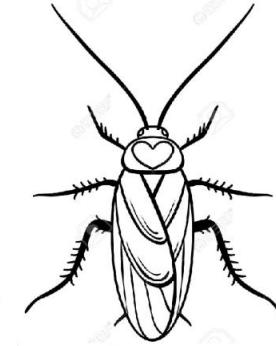
Labelled pictures of different insects; grasshopper, housefly, cockroach, mosquito, bee



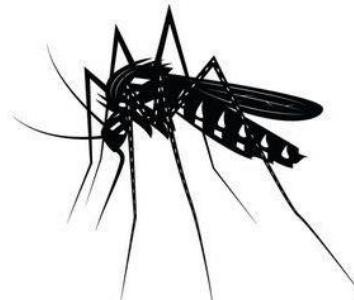
GRASSHOPPER



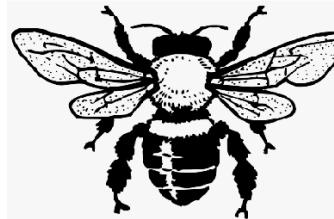
HOUSEFLY



COCKROACH



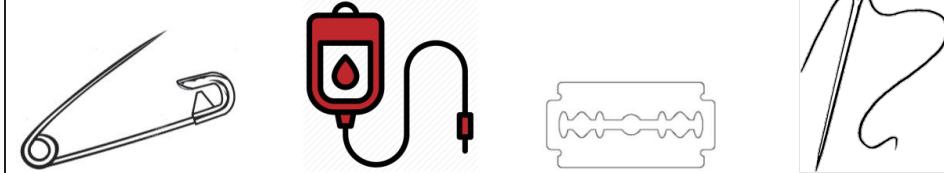
MOSQUITO



BEE

Let them write one disease spread by each of the vectors they have chosen. Correct them when they don't get the spelling of the diseases and insects.

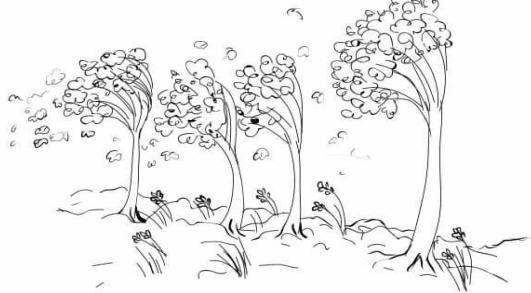
Prevention and control of HIV/AIDS	<p>AIDS</p> <p>Oh! AIDS You are a deadly monster! You have taken our fathers and mothers Sisters and brothers Homes are full of graves Children are orphans Women are widows Men are widowers Why? Just because of Mr Slim Others call you 'Kill me quick' Scientists have gone to the moon Made deadly weapons Yet your cure has defeated them AIDS, why don't you have any mercy?</p> <p>7Do it in a way that doesn't scare them, try to narrate the situation in the 90's when HIV/AIDS was rampant. Explain to them the ways through which AIDS is spread from person to person. Let them point to each of the objects that facilitate its spread, and let them write down.</p>
------------------------------------	---

	<p>Pictures of these objects; a safety pin, a blood bag, razorblade, needle</p>  <p>From that, explain to them how we can stop the spread of HIV/AIDS</p>
--	---

Activity 3: Our Environment And Weather

ACTIVITY	STEPS TO FOLLOW			
Identifying elements and types of weather	<p>Ask the children these riddles and let them answer.</p> <p>I live in the sky. I give off light and heat. Who am I? <i>The sun.</i></p> <p>I live in the sky. On a sunny day, I am light and white. Before it rains, I am dark and heavy. Who am I? <i>The clouds.</i></p> <p>I come from the sky. When clouds become dark, I fall down in drops. When I fall for long periods of time, I cause floods. Who am I? <i>Rain.</i></p> <p>Elements of weather determine the type of weather. We see the element then conclude the type of weather. Please explain this to the children. Then let them fill in the missing types of weather and give the missing names of the elements of weather.</p> <table border="1" data-bbox="546 1052 1753 1131"> <tr> <td>Element of weather.</td> <td>Name of element of weather.</td> <td>Type of weather.</td> </tr> </table>	Element of weather.	Name of element of weather.	Type of weather.
Element of weather.	Name of element of weather.	Type of weather.		

	<p>Picture of the sun burning in the sky</p> 	Sunshine		
	<p>Picture of a girl running in the rain</p> 	Rainy weather		

	<p>Picture of wind blowing tree tops</p> 	Wind	
	<p>Picture of dark nimbus clouds</p> 		

Activities for different seasons.

Please listen to the children as they recite this rhyme.

The farmers in our village work so hard
 When it is dry, they water their crops
 When it is rainy, they weed their crops
 When the crops grow, we go and harvest
 Baskets and baskets of food, we bring
 We dry the seeds and keep them in sacks
 When it rains, we plant again
 The farmers in our village work so hard.

As we know, there are two seasons; dry and wet seasons. Please explain to the children the features of each season. Then let them tell you what we do in each season.

Let them copy and fill in the gaps in the table below.

Activity	Name of activity	Season when it is done.
Picture of harvesting maize and putting it in a sack		



	<p>Picture of watering crops using bottles (drip method)</p> 	Dry season
--	---	------------

	<p>Picture of sowing crops</p>  A black and white line drawing showing two people in a field. One person is in the foreground, bent over and sowing seeds from a small container into the soil. Another person is standing behind them, also engaged in sowing. The ground is covered with small plants or seedlings.		
	<p>Picture of a farmer uprooting weeds</p>  A black and white line drawing of a hand holding a bunch of weeds by their roots. The roots are visible in the soil.	Weeding	

Managing different weather conditions.

Read the story as children listen, read with them and then let the children read as you listen.

One day, Musa came to school in the rain.

He was wet and cold.

The teacher gave him a sports wear uniform.

He was then warm and happy.

Carry umbrellas, jackets during rainy weather.

Put on light cloths when shining.

He advised them to take water in sunny weather.

Explain to the children that even during different weather conditions, we must keep doing our work, and also go to school. Let them name one item we can use in each type of weather in case it makes it hard for us to work or for them to go to school.

Now parents, let the children draw and shade the following items we use in different weather conditions.

Sweater	Umbrella	Vest	Sunglasses

LESSON THREE: OUTDOOR PLAY ACTIVITIES

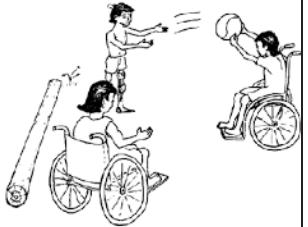
Introduction

Play is a very serious business when it comes to a child's health and development. It is one of the ways in which children learn and develop. Play helps the child to develop self worth. As they play, they develop language, creativity, and social skills. Play nurtures imagination, and gives a child the sense of adventure. Through play, a child can learn essential skills such as problem solving, working with others, and sharing what they have. These are interpersonal skills that cannot be taught in schools. As a parent, allow your child to play more at this age than do domestic or other chores. The following outdoor activities might give you a head start.

Activity: Outdoor Play Activities

OUT DOOR PLAY ACTIVITIES		
ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
SAND AND WATER PLAY	sand, plastic bottles, containers, cans, bottle tops, pieces of wood	<ol style="list-style-type: none">1. Make sure that the play area is safe and secure before children go to play. Remove harmful materials like pieces of wood, broken glasses, thorns, nails, bones, and fill the potholes.2. Check the fixed play equipment to make sure they don't have sharp edges that may harm the children, and cracked materials that can injure the children.3. Make sure that the place is hygienically fine. Remove things like cow dung, stagnant water etc.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>4. Make sure that the space is enough for the children to play, and suitable for the age and ability of the children.</p>  <p>5. Give clear instructions about what children are expected of, and when to do it. Please put into consideration the different children's interests and abilities.</p> <p>6. Make sure all children irrespective of gender are well allocated in the different play areas.</p> <p>7. In case there is a child/children with special needs, make sure he/she is well attended to by allocating him/her suitable materials and to also get involved and engaged in activities.</p>

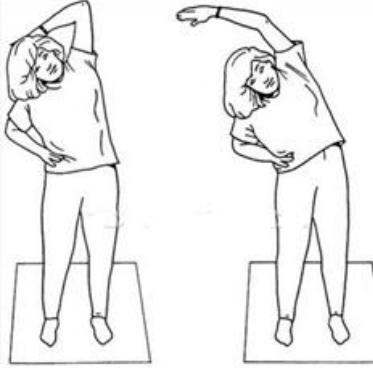
ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
THROWING AND CATCHING 	balls, bean bags, models of materials like oranges, mangoes, tomatoes	<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before children go to play. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, and fill potholes that can injure children. 2. Check the given materials to make sure they are in good condition for use by the children. 3. Make sure that the place is hygienically fine; Remove things like cow dung, dog faeces, rubbish, and stagnant water. 4. Make sure that there is enough space for the children to play, and it should be suitable for their age and ability. 5. If the children are many, group them and make allocation of materials to permit each child chance to reach all materials and equipment. 6. Give clear instructions about what children are expected of, and when to do it. Put into consideration the different children's interests and abilities. 7. As a parent, try to demonstrate how the different play activities/game are played to have all children happily and actively engaged. 8. Make sure your children irrespective of gender are well allocated in the different play areas and different suitably

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>selected materials.</p> <p>9. Make sure that all your children even those with special needs are well attended to. Allocate them suitable materials, and give them clear instructions, and suitable demonstrations.</p> <p>10. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviours, study their potentials for further support.</p>
CLIMBING	Climbing frames, Safe ladders, tiers, stumps made into steps, poles with notches.	<p>Make sure that the play area is safe and secure before children go to play.</p> <p>1. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, fill the potholes.</p> <p>2. Check the climbing materials to make sure they don't have sharp edges that may harm the children, cracks that may be of danger, nails that are protruding, loose fixtures that may cause breakage.</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		 <ol style="list-style-type: none"> 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure that the materials are enough for the children to share and suitable for their age and ability. For example; not too heavy, not too big. 6. If the children are many, please make allocation of materials to permit each child chance to reach and use all materials, hence preventing fighting for them. 7. Give clear instructions about what children are expected of,

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>and when to do it. Put into consideration the different children's interests and abilities.</p> <p>8. Make sure all children irrespective of gender are well placed to suitably engage into the different throwing and catching games and plays.</p> <p>9. Make sure children with special needs are well attended to by allocating them suitable materials, and to also get involved and engaged for proper observation, supervision and demonstration while they play. All children need to be supervised for better understanding and guidance and support during play and after.</p>  <p><i>As much as possible, disabled children should get their exercise in ways that are useful and fun!</i></p>
STRETCHING THE BODY		<p>1. Making sure that the play area is safe and secure before children go there to play.</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<ol style="list-style-type: none"> 2. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, fill the potholes. 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure all children irrespective of their gender are well placed to suitably engage into the different. 6. Make sure children with special needs are well attended to by allocating them suitable space and time, and to also get involved and engaged for proper observation, supervision, and demonstration while they play. 7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		 <p>8. While standing before the children, stretch and tell them to follow suit.</p>
SPRING KICKS 		<ol style="list-style-type: none"> 1. Make sure that the play area is safe, and secure before children go to play. 2. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, check fill the potholes. 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure all children irrespective of gender are well placed to suitably engage into the different spring kicking exercises. 6. Make sure children with special needs are well attended to, and

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>allocate them suitable space and time and to also get involved and engaged in their play for proper observation, supervision, demonstration and guidance while they play.</p> <p>7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support. <<</p> <p>8. Now spring on one leg and kick out the other leg.</p> <p>9. Do the activities with the children so they can watch and imitate you.</p> <p>10. Don't forget to keep the supporting leg flexed and don't bend the knees.</p>
STATIC BALANCE		<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before children go to play. 2. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, fill the potholes. 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure all children irrespective of gender are well placed to suitably engage into the different.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>6. Make sure children with special needs are well attended to, and allocate them suitable space and time and to also get involved and engaged for proper observation, supervision and demonstration while they play.</p> <p>7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support.</p> <p>8. Let the children stand on one leg and hold the other in air.</p>  <p>9. Try to maintain that position for as long as possible.</p> <p>10. Let the child do it several times, but with successive periods of time.</p>
DYNAMIC BALANCE	Items to be carried e.g. a bottle filled with water, a stone, etc.	<p>1. Make sure that the play area is safe and secure before children go to play.</p> <p>2. Remove materials like pieces of wood, broken glasses,</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>thorns, nails, bones, fill the potholes.</p> <ol style="list-style-type: none"> 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Making sure there are no dangerous insects and animal e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure all children irrespective of gender are well placed to suitably engage into the different. 6. Make sure children with special needs are well attended to, and allocate them suitable space and time and to also get involved and engaged for proper observation, supervision and demonstration while they play. 7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support. 8. The child should place an object on their head and make it stable. 9. Then they should cease supporting it with their hands and

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>let it balance freely.</p>  <p>10. Tell them to move without holding the item on the road. 11. How long can they go before it drops?</p>
WALKING	Clock/watch, sheet, pencil or pen, point marker e.g. flag	<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before children go to play. 2. Remove materials like pieces of wood, broken glasses, thorns, nails, bones, fill the potholes. 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish, and the like. 4. Make sure there are no dangerous insects and animal, e.g.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>bees, caterpillar, snakes that may harm the children.</p> <ol style="list-style-type: none"> 5. Make sure all children irrespective of gender are well placed to suitably engage into the different activities. 6. Make sure children with special needs are well attended to, and allocate them suitable time and to also get involved and engaged for proper observation, supervision and demonstration while they play. 7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support. 8. Prepare a pile of objects at a given place from the centre for the children to go and pick from. 9. Prepare children to walk in groups to avoid congestion, and let them bring back the objects. 10. Record the time of arrival for each child. 11. Announce and reward the fastest walker.
SKIPPING	Skipping rope	<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before children go to play. 2. Remove materials like pieces of wood, broken glasses,

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		<p>thorns, nails, bones, fill the potholes.</p> <ol style="list-style-type: none"> 3. Make sure that the place is hygienic. Remove things like cow dung, dogs' faeces, stagnant water, rubbish and the like. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the children. 5. Make sure all children irrespective of gender are well placed to suitably engage into the different. 6. Make sure children with special needs are well attended to, and allocate them suitable space and time and to also get involved and engaged for proper observation, supervision and demonstration while they play. 7. Join in the children's play so that they can copy and learn from you. Observe and guide the children's behaviour, study their potentials for further support. 8. Let two children hold either ends of the skipping rope. 9. Let them swing it uniformly as their friend skips.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW
		

PARENT'S ROLE TO PROMOTE LIFE SKILLS DEVELOPMENT



Introduction

We possess different mix of skills, gained from different settings. The skills that we gain while living with our parents, are those that stick and become part of our personality. These are skills that no school can teach your child better than you. It is important that you give this as much time as you can. In fact, you should make it a routine, that your child develops the following skills as part of their life skills. Developing these skills will be a corner stone for your child's growth, development and morality.

LIFE SKILLS	DEAR PARENT,
SELF ESTEEM	<ul style="list-style-type: none"> • Notice the child's interests and comment. • Give sincere praise from the heart for something specific the child has done. • Ask your child to help with daily chores that are challenging, but not too difficult for your child to experience success. • Avoid ridiculing or shaming your child. • Remind children that everyone makes mistakes; they help us to learn winning is good but doing one's best is also good.
	<ul style="list-style-type: none"> • Maintain an orderly environment, and daily routine. This gives children a sense of safety. It calms them to be able to predict what will come next. Children learn to make plans and create own routines for study and play. • Provide tasks and chores to complete independently. • Think about whether things are morally right. • Do not permit children to dominate every family interaction, hurt themselves or others, or destroy property. • Set limits. Tell your child what you expect her to do help her move in that direction. By setting limits you help your child to set limits for herself.
DECISION – MAKING SKILLS	<ul style="list-style-type: none"> • Practice problem solving as a family activity; explain reasons behind adult decisions. • Give children as many choices as possible, but limit to ones that are acceptable to you. Help them stick to their decisions and experience consequences of their choices. Giving children some choices reduces power struggles and builds competence. • Give time for play.
RELATIONSHIP BUILDING SKILLS	<ul style="list-style-type: none"> • Teach children to smile and use appropriate eye contact. • Teach child appropriate cultural values and morals.

AND SOCIAL RESPONSIBILITY	<ul style="list-style-type: none">• Model good behaviours.• Teach empathy by talking about your feelings and encourage child to explain own feelings and notice others' feelings.• Help child learn how to join a group, share and take turns.• Make sure that the child has at least a friend.
COMMUNICATION SKILLS	<ul style="list-style-type: none">• Allow child to actively participate in conversations.• Teach your children to listen respectfully to others, and complement when he/she achieves this.• Encourage child to appropriately express needs, views, and feel that these are taken seriously.• Keep eye contact.• Show interest in what the child is saying.• Be honest, but remain sensitive to the other person.• Do not judge.• Do not raise your voice or yell.• Praise the child often.• Keep your requests simple.

HOME ROUTINE

Dear parent,

- Get up at the same time; go to bed at the appropriate time.
- Do not set goals that are too ambitious.
- Take some time to plan the schedule. This may seem like a strenuous activity, but it will actually make it easier for you to organise your daily life.
- Help your children establish a routine as well, as it provides them with a sense of security, and predictability, which are of great importance for the child's development.
- Plan family activities together with children (talk and make arrangements with your teenagers, and make a schedule with younger children. Put it in a visible place; explain the schedule and make sure they understand your expectations so that children would accept it).
- Stick to your usual work/study times.
- Find some space where you can work if you are working from home – make it your "office – place for work", and the same applies to your child if they go to school.
- Eat at certain times, as you are used to.
- If you have younger children, schedule your activities into several shorter units instead of big blocks (think about activities packed into 30-minute blocks).
- Tailor the schedule to your child – you know best what your child likes and needs. You know how long they can do a certain activity. Combine joint activities with activities the child will do on their own.
- Limit children's use of digital devices (mobile phones, tablets, and computers). Use them wisely as tools, e.g. let children use them only for a certain amount of time or save them for times when they are really needed (when you have an important meeting or business conversation or when you are simply exhausted – rely on the help of digital devices then).
- If your child does not sleep during the day, put 'time to rest' in the afternoon section of the joint schedule.

- It is important for you as a parent to get some rest – you worked during the day and you need to sit down (determine the length of respite' that suits you).
 - During this time, your children can play, read in silence, or do their homework. You know your child, so you can pick an activity they enjoy (suggest quiet activities such as jigsaw puzzles, blocks, writing a diary). This can be difficult at first, but you can work on it every day, increasing the number of minutes every day. Children, just like parents, need some time to relax. If this is important for you, set this as a priority and set clear boundaries.
 - What should you do in the respite time? Nothing. Enjoy yourself. Rest. Parenting at home without a break, without silence, while responding to your child's needs all the time can be extremely tiring, especially with young children. It's okay to take time for yourself and get some rest. Cleaning the house can wait; do not worry about the mess around you.
- Involve children in housekeeping activities, in line with their age and abilities. The activities you do together are important for children to develop a sense of community and the feeling of being needed.
- This is the perfect opportunity to introduce a joint book-reading routine – all household members spend time together with everyone reading their own book.
- Watching a film together can be a joint activity at the end of the day.
- Be flexible – don't always stick to the schedule blindly, go with the flow sometimes. If children are having a nice time playing, don't interrupt them just because the schedule says it is snack time.
- This is a great time for your child to master the skill of playing on their own if they haven't already. Start by motivating them or suggesting: "Look, you can throw a party for your dinosaurs!"
- Limit the use of mobile phones because they can be a distraction. Lead by example – you also shouldn't spend a lot of time on your mobile phone.

KEY MESSAGE

DEAR PARENT,

OUR CHILDREN OUR NATION OUR NATION OUR CHILDREN

STAY HOME, STAY SAFE, STAY CLEAN,

KEEP COVID-19 AWAY

AND

PLAY YOUR ROLE TO SUPPORT THE CHILDREN'S LEARNING.

**National Curriculum Development Centre
Ministry of Education and Sports
P.O. Box 7002, Kampala
UGANDA**

ISBN 978-9970-898-11-4

www.ncdc.go.ug