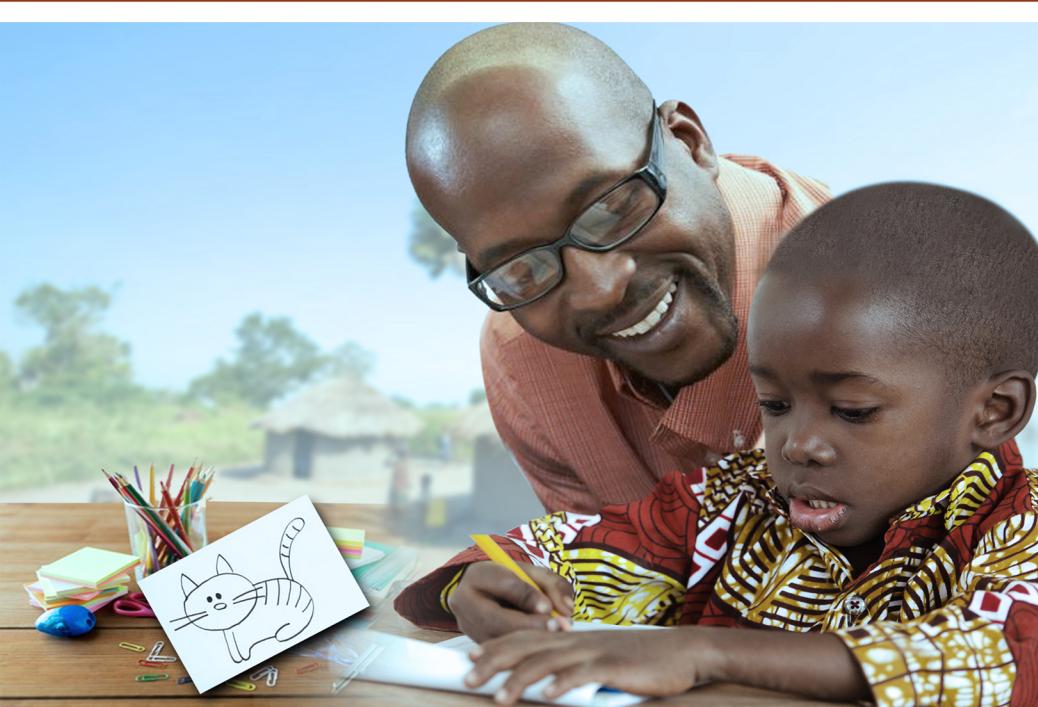




PARENT BOOST GUIDE (3-5 YEARS)



PARENT BOOST GUIDE (3 - 5 YEARS)

COPYRIGHT

@ National Curriculum Development Centre, 2019

Published by:

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

ISBN: 978-9970-898-10-7

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

CONTENT

FOREWORD

ACKNOWLEDGMENT

INTRODUCTION

PROMOTING PRE-MATHEMATICAL SKILLS

KEEPING AND CARING FOR THINGS IN THE ENVIRONMENT

PROMOTING LANGUAGE AND COMMUNICATION

OUT DOOR PLAY ACTIVITIES

PARENT'S ROLE TO PROMOTE LIFE SKILLS DEVELOPMENT

INTRODUCTION

Dear Parent/Guardian,

This parent-boost-guide is intended to be used by working together with the child to do the activity.

Please read it carefully and look at the pictures to guide you. The materials to use for the activity is well indicated. The following are the activities.

PROMOTING PRE-MATHEMATICAL SKILLS

- Activity 1: Sorting similar objects
- Activity 2: Sorting according to size
- Activity 3: Sorting objects according to color
- Activity 4: Sorting objects according to shape
- Activity 5 : Sorting objects according texture
- Activity 6 : Counting: 1 – 10
- Activity 7: Ordering numbers in ascending order
- Activity 8: Ordering numbers in descending order
- Activity 9: Adding objects
- Activity 10: Adding numbers
- Activity 11: Telling the number
- Activity 12: Reciting rhymes about adding
- Activity 13: Counting backwards
- Activity 14: Reciting rhymes take away
- Activity 15: Finding the difference after take away
- Activity 16: Telling more than and less than
- Activity 17: Understanding length and height

- Activity 18: Using money
- Activity 19 : Telling time home routine
- Activity 20: Using calendar to tell the days of the week
- Activity 21 : Reciting rhyme about days of the week
- Activity 22 : Months of the year

KEEPING AND CARING FOR THINGS IN THE ENVIRONMENT

- Activity 1: Growing
- Activity 2: Caring for plants
- Activity 3: Caring for birds
- Activity 4: Cleaning the environment

PROMOTING LANGUAGE AND COMMUNICATION

- Activity 1: Reading stories to the child
- Activity 2: Story telling time
- Activity 3: Singing
- Activity 4: Reciting rhymes
- Activity 5: Picture matching
- Activity 6: Role playing
- Activity 7: Learning letter sounds
- Activity 8: Learning letter formation

OUT DOOR PLAY ACTIVITIES

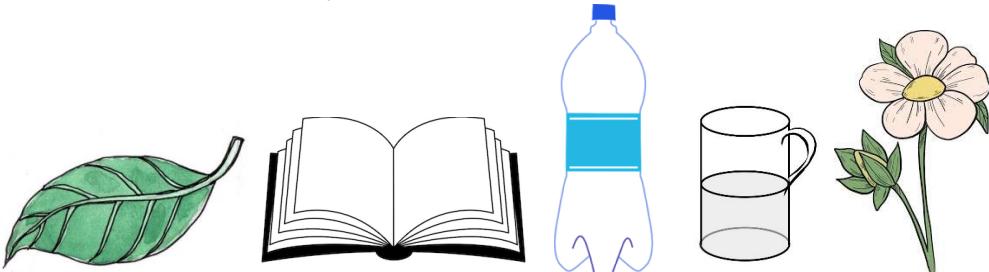
- Activity 1: Sand and water play
- Activity 2: Throwing and catching
- Activity 3: Climbing
- Activity 4: Stretching the body

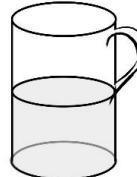
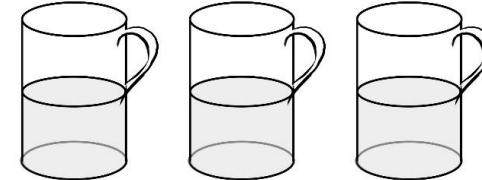
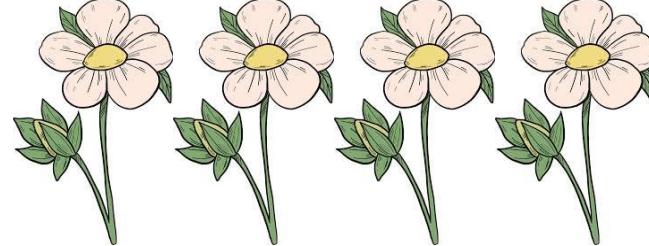
Activity 5: Spring kicks
Activity 6: Static balance
Activity 7: Dynamic balance
Activity 8: Walking
Activity 9: Skipping
Skills and social development

PARENT'S ROLE TO PROMOTE LIFE SKILLS DEVELOPMENT

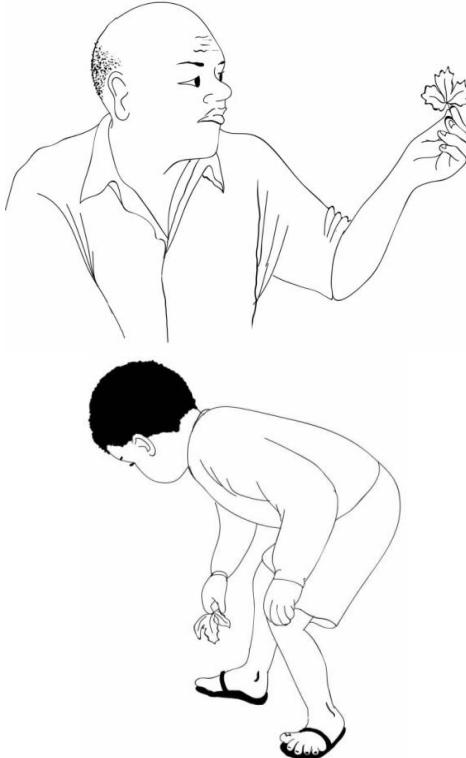
Self –esteem
Decision making
Relationship building
Skills and social development

PROMOTING THE PRE-MATHEMATICAL SKILLS

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
1.SORTING SIMILAR OBJECTS 	Real objects such as leaves, cups, flowers, books, pencils, plates, basins	<ul style="list-style-type: none"> Together with the child, collect common things in your environment. <p>Examples: Leaves, books, bottles, cups, flowers</p>  <ul style="list-style-type: none"> Guide the child to name the materials that are single (one) and several. <p>Examples:</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>A leaf</p>  <p>Leaves</p>  <p>A cup</p>  <p>Cups</p>  <p>A flower</p>  <p>Flowers</p>  <ul style="list-style-type: none"> Put all the materials collected in one big set, but they must be scattered.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<div style="border: 1px solid black; min-height: 150px; margin-bottom: 10px;"></div> <ul style="list-style-type: none">• Guide the child to sort similar objects by you first picking one e.g. a leaf and then asking the child to pick a leaf too.

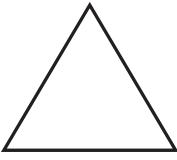
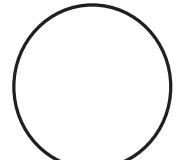
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none">• Continue picking objects as you tell the child to pick the same until when all is done.• That is the activity of sorting similar objects.

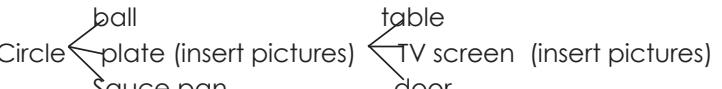
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY						
2. SORTING ACCORDING TO SIZE	<p>Real objects in the environment of different sizes such as big, bucket, small bucket:</p> <ul style="list-style-type: none"> - big ball small ball - big cup small cup - big tin small tin 	<ul style="list-style-type: none"> • Collect things of different sizes commonly found at home. <p>Examples:</p> <table border="0"> <tr> <td>- A big ball</td> <td>A small ball</td> </tr> <tr> <td>- A big basket</td> <td>A small basket</td> </tr> <tr> <td>- A big tin</td> <td>A small tin</td> </tr> </table> <p>Now guide the child to name the objects according to their sizes. For example, you will say: This is a basket. Then let the child repeat after you. Then say, we have a big basket and a small basket. Let the child repeat what you have said.</p> <div style="border: 1px solid black; width: 100%; height: 150px; margin-top: 10px;"></div> <ul style="list-style-type: none"> • With the child, continue naming all the objects and telling their sizes by showing one by one to the child as he/she repeats what you say. • Now, guide the child to sort objects according to their sizes. 	- A big ball	A small ball	- A big basket	A small basket	- A big tin	A small tin
- A big ball	A small ball							
- A big basket	A small basket							
- A big tin	A small tin							

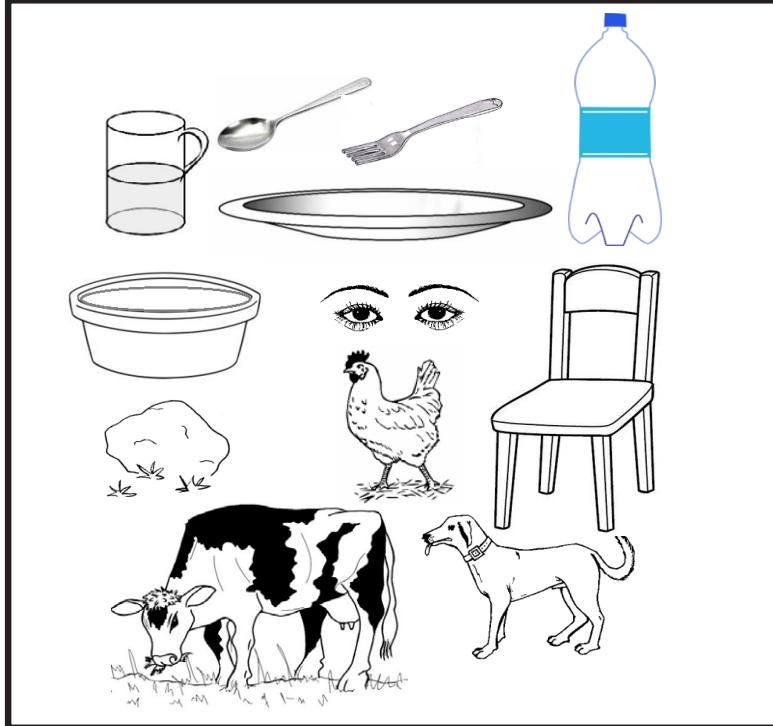
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Examples:</p> <p style="text-align: center;">big small</p> <ul style="list-style-type: none"> • Begin to sort (pick) a big cup and put it in a set where you wrote the word BIG; pick a small cup and put it where you wrote the word SMALL; pick another big tin put it where you put the big cup and then put the small one where you put the small cup. <p>Examples:</p> <p style="text-align: center;">big small</p> <p style="text-align: center;"><i>art work of big cups</i> <i>art work of small cups</i></p> <ul style="list-style-type: none"> • Now ask the child to also sort the small objects and put them where you had put the small objects and the big ones where you had put the big ones. Let the child do this until all the materials you have collected are finished. • That is the activity of sorting things according to size.
3. SORTING OBJECTS ACCORDING TO COLOUR	<ul style="list-style-type: none"> • Real objects of different colours e.g. red flowers, red cups, red bags, red car, red shapes, green leaf, green apple, green bag, green, etc. 	<ul style="list-style-type: none"> • Collect different objects commonly found at home, but of different colours, and guide the child to name them. <p>Examples:</p> <p>Cups, plates, leaves, balls, bags, clothes, etc.</p> <div data-bbox="815 1016 1468 1056" style="border: 1px solid black; height: 40px;"></div>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
	Blue pen, blue book, blue cup, blue bag, yellow banana, yellow shirt, yellow mango	 <ul style="list-style-type: none"> • Name the colour of different objects and ask the child to repeat after you. <p>Examples: a red cup, a blue cup, a green apple, a green bucket, a blue bag, a red shirt, a green skirt. </p>

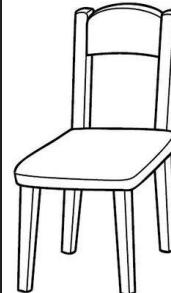
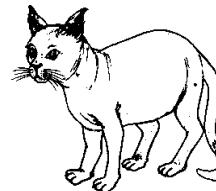
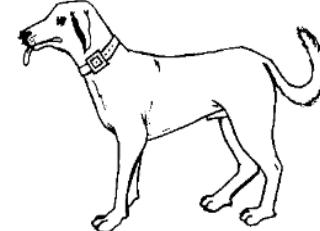
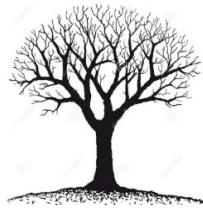
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none">Ask the child to pick an object of the named colour. <p>Example:</p> <ul style="list-style-type: none">Show me a red bag.Show me a red cup.Show me a green apple.Show me a blue shirt. <p><i>Group the items according to the colours taught – (Art work)</i></p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																					
		<p>Example:</p> <table style="width: 100%; text-align: center;"> <tr> <td>Green</td> <td>red</td> <td>blue</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>green apple</td> <td>red shirt</td> <td>blue cup</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>green shirt</td> <td>red cup</td> <td>blue bag</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td>green leaf</td> <td>red plate</td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Guide the child to sort objects according to colour and put them in their respective marked colours, but you should sort a few of them first (not all) as shown above. • Tell the child to sort the remaining objects according to colour and put them in their respective colours until they are all completed. 	Green	red	blue	<input type="text"/>	<input type="text"/>	<input type="text"/>	green apple	red shirt	blue cup	<input type="text"/>	<input type="text"/>	<input type="text"/>	green shirt	red cup	blue bag	<input type="text"/>	<input type="text"/>	<input type="text"/>	green leaf	red plate	
Green	red	blue																					
<input type="text"/>	<input type="text"/>	<input type="text"/>																					
green apple	red shirt	blue cup																					
<input type="text"/>	<input type="text"/>	<input type="text"/>																					
green shirt	red cup	blue bag																					
<input type="text"/>	<input type="text"/>	<input type="text"/>																					
green leaf	red plate																						
4. SORTING OBJECTS ACCORDING TO SHAPE	<ul style="list-style-type: none"> • Real objects e.g. ball, samosa, table, ruler, plate, cups, windows • Cut-out shapes 	<ul style="list-style-type: none"> • Get cut-outs of different shapes e.g. triangle, rectangle, circle, square. <div style="text-align: center; margin-bottom: 10px;"> <input style="width: 50%; height: 15px; border: 1px solid black;" type="text"/> </div> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <ul style="list-style-type: none"> • Collect different objects that are used at home, but they must have different shapes e.g. table, TV, empty boxes, plate, cup, ball. (Rectangular objects) (Circular form) (Triangular samosa) 																					

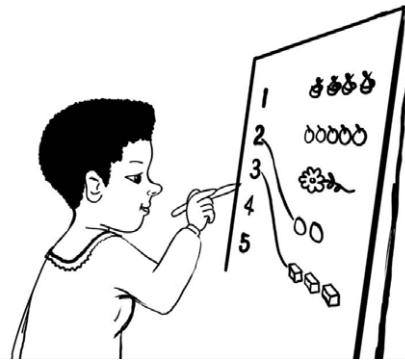
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY						
		<ul style="list-style-type: none"> Show the child a cut-out shape e.g. circle. Describe the circle and guide the child to show objects related to the shape.  <ul style="list-style-type: none"> Ask the child to pick objects related to the given shapes e.g. triangle, square. Now put the objects together and ask the child to sort according to shapes. <p style="text-align: center;"><<</p> <table style="width: 100%; text-align: center;"> <tr> <td>Circular objects</td> <td>Triangular objects</td> <td>Rectangular objects</td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table>	Circular objects	Triangular objects	Rectangular objects	<input type="text"/>	<input type="text"/>	<input type="text"/>
Circular objects	Triangular objects	Rectangular objects						
<input type="text"/>	<input type="text"/>	<input type="text"/>						
5. SORTING OBJECTS ACCORDING TEXTURE	<ul style="list-style-type: none"> Jackfruit Shoe soles Tiles Table books Stones Cotton Leaves 	<ul style="list-style-type: none"> Collect things of different textures e.g. rough and smooth and guide the child to name each of them e.g. jack fruit, tiles, shoe soles, papers etc. Now feel each object and describe its texture. Encourage the child to feel the object too, and then describe its texture e.g. <ul style="list-style-type: none"> - jackfruit – rough - leaves – rough - stones – rough - smooth – paper, tiles, cotton. <p style="text-align: center;"><<<<</p> <ul style="list-style-type: none"> You can collect as many rough and smooth objects as possible and ask the child to feel them, then describe its texture. Guide the child to feel different objects and sort them according to texture. <table style="width: 100%; text-align: center;"> <tr> <td>rough</td> <td>smooth</td> </tr> </table>	rough	smooth				
rough	smooth							

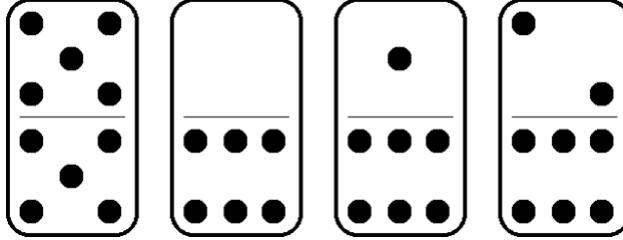
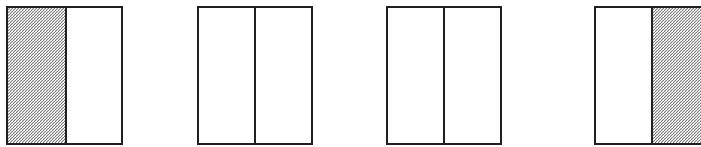
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
6. COUNTING: 1 - 10	<ul style="list-style-type: none"> • Objects at home like cups, plates, people, animals, birds, rooms in a house/buildings, windows, basins, bottles, stones, chairs, • Parts of the body 	<ul style="list-style-type: none"> • Get different objects at home for the child to touch and count. Put them in one big set. Objects like cups, plates, spoons, bottles, stones, basins. <div style="border: 1px solid black; width: 100%; height: 100%; margin-top: 10px;"></div> <div style="border: 1px solid black; padding: 10px; text-align: center;">  </div>

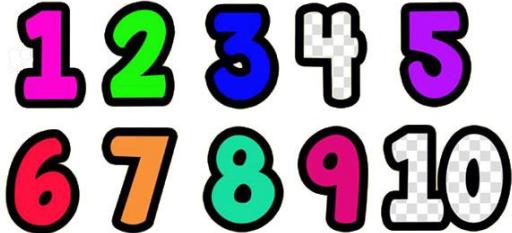
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> • Tell the child to pick one object at a time from a big set as he or she says the number name. <p><i>Art work: A picture of a child counting objects in a big set.</i></p> <ul style="list-style-type: none"> • Tell the child to repeat counting objects from a big set starting with another object, using different order for picking them. • Teach the child the names of objects she or he is counting. • For example, you will pick the biggest object and mentions its name. Now tell the child to pick similar objects from the big set and put them together. <div style="border: 1px solid black; height: 100px; width: 100%;"></div> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY		
	<ul style="list-style-type: none"> • Cut-outs (picture cards) • Individual photographs • Group photographs • Picture books • Pictures in newspapers 	<p>1. Show the child different pictures, such as pictures of cups, plates, people, chairs, cats, dogs, trees, leaves, flowers, birds, mangoes and shoes.</p> 		
				
				

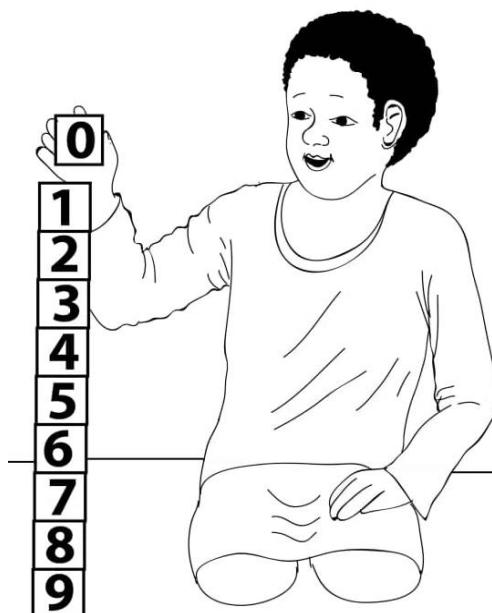
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY		
		  	<ol style="list-style-type: none"> 2. Tell the child to count the pictures in each box. 3. Say the number name as you show the number of pictures while the child is watching. Then, tell the child to repeat after you. 4. Say the number name and ask the child to pick the cut-out or photograph with the right number of pictures. 5. Let the child match the picture out-cuts or photographs with the same number of pictures. 	

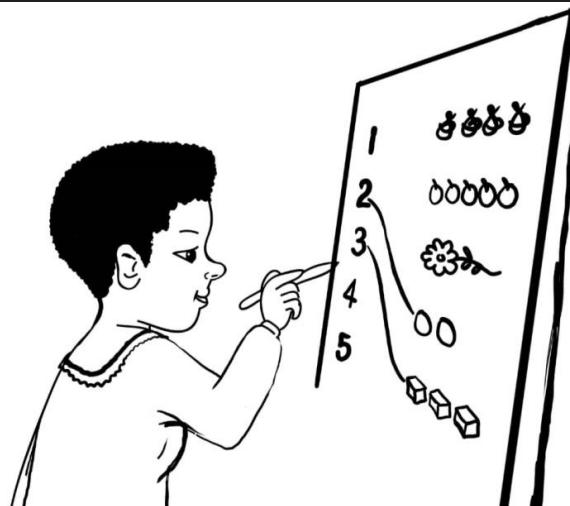


ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>6. Teach the child a game of picture dominoes.</p>   <p>7. Let the child draw and count the pictures.</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
	<ul style="list-style-type: none">Cut-outs (number cards)	<ul style="list-style-type: none">Make number cards from 1-10.   <ul style="list-style-type: none">Show the child number cards one by one from 1 to 10. Say the number name while the child is listening and observing.Say the number name and tell the child to pick a card with that number name and put it up.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none">• Count numbers one by one with the child. Then let the child count the numbers alone.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none">• Count numbers and match them with objects or picture cards as the child observes. Now let the child also do the same.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none">Teach the child a number song. Sing it twice as the child listens. Then the third time let the child sing with you. Sing: either Kanemu kanabbiri ... Or One little two, little three, little sisters.Give the child a book and a pencil to write numbers from 1 to 10.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																																																		
7.ORDERING NUMBERS IN ASCENDING ORDER	<ul style="list-style-type: none"> • Cut-outs of numbers • A written chart showing numbers • modelled numbers 	<ul style="list-style-type: none"> • Show the child a chart showing numbers 1-20 and ask her/him to read the numbers. <div style="text-align: center; margin-top: 10px;"> <table border="1" style="border-collapse: collapse; width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr> <td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr> <td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </table> </div> <ul style="list-style-type: none"> • Show different numbers to the child using flash cards. <p style="text-align: center;">Examples:</p> <p style="text-align: center;">6, 2, 5, 8, 10, 7, 1, 3, 4</p> <ul style="list-style-type: none"> • Now arrange the numbers with the child in ascending order, that is, from smallest to the biggest: 1 – 20. <p style="text-align: center;">Example:</p> <p style="text-align: center;">1, 2, 3, 4, 5, 6, 7</p>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
1	2	3	4	5	6	7	8	9	10																																											
11	12	13	14	15	16	17	18	19	20																																											
21	22	23	24	25	26	27	28	29	30																																											
31	32	33	34	35	36	37	38	39	40																																											
41	42	43	44	45	46	47	48	49	50																																											

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																																																		
8. ORDERING NUMBERS IN DESCENDING ORDER	<ul style="list-style-type: none"> • Cut-outs of numbers • Flash cards showing numbers 	<ul style="list-style-type: none"> • Let the child rate count numbers 1–20. • Show the child a number chart showing numbers 1–20 and guide him/her to read them. • Flash one number at a time and ask the child to tell the flashed number. <p>Examples:</p> <p>7, 3, 10, 1, 6, 2, 9</p> <ul style="list-style-type: none"> • Guide the child to arrange the numbers in descending order, that is, from the biggest to the smallest: 20, 19, 18, 17, etc. • You can even ask the child to write the numbers in descending order. 																																																		
9. ORDERING NUMBERS	<ul style="list-style-type: none"> • Cut-outs of numbers • Flash cards • Number chart 	<ul style="list-style-type: none"> • Show the child the number chart from 1–20 and guide her/him to read them. • <div data-bbox="953 712 1700 1084"> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr> <td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr> <td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr> <td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr> <td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </tbody> </table> </div>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
1	2	3	4	5	6	7	8	9	10																																											
11	12	13	14	15	16	17	18	19	20																																											
21	22	23	24	25	26	27	28	29	30																																											
31	32	33	34	35	36	37	38	39	40																																											
41	42	43	44	45	46	47	48	49	50																																											

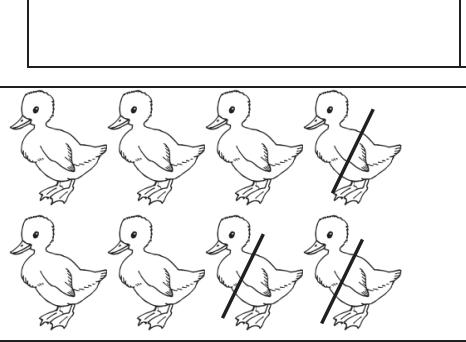
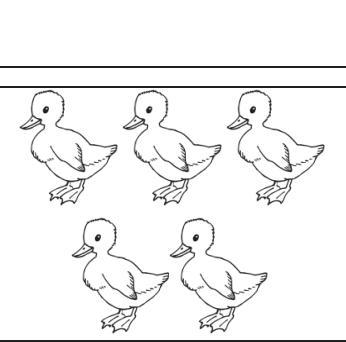
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> Show numbers on flash cards one by one and in their order. Ask the child to tell the number. <p>Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> 6 2 8 10 13 </div> <ul style="list-style-type: none"> Give the child flash cards then ask her/him to pick the number you have mentioned. <p>Example: 5, 15, 10</p> <ul style="list-style-type: none"> Get cut-outs of numbers, then arrange them in order but skip numbers e.g. 1, 2, __, 4, __, 6, 7, __, __. Ask the child to tell the missing numbers. Ask the child to pick and show the missing numbers and then put them where they are supposed to be until all the numbers are filled in.
10. ADDING OBJECTS 	<ul style="list-style-type: none"> Counters e.g. sticks, leaves, stones, pencils, etc. 	<ul style="list-style-type: none"> Collect a variety of real objects and name them. <p>Example: Sticks, leaves, stones, etc.</p> <ul style="list-style-type: none"> Introduce a '+' sign. Tell the child how it is used, then an '=' sign. Tell the child that an '=' is used to show what you get when you have added objects. Count objects in groups and add them.

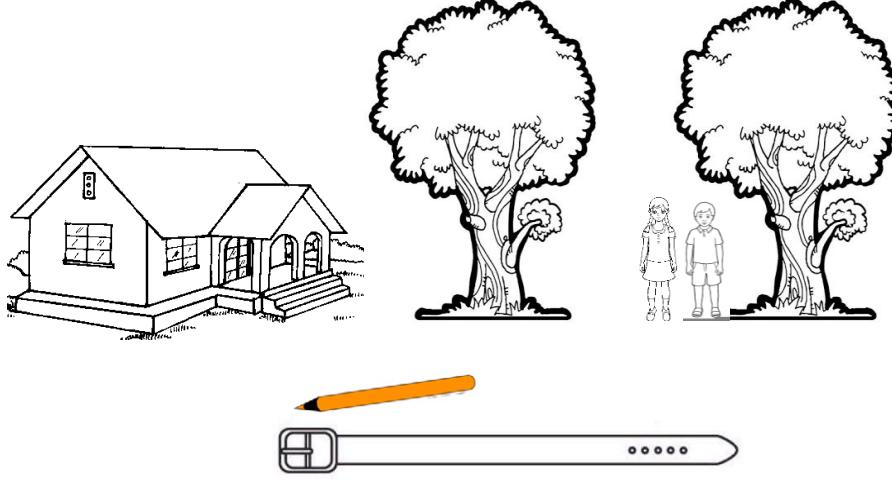
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Examples:</p> $111 + 11 = 11111$ $000 + 0 = 0000$ 000 <ul style="list-style-type: none"> Draw the added number of objects. Give the child more objects and ask him/her to add. <p>Examples:</p> <p>Count 3 leaves and add 5 leaves. What do you get?</p> <ul style="list-style-type: none"> Count 6 flowers and add 1 flower. What do you get?
11. ADDING NUMBERS 	<ul style="list-style-type: none"> Real objects like books, leaves, stones, cups, plates, etc. 	<ul style="list-style-type: none"> Now introduce the addition of numbers using objects. Collect variety of real objects. Get cards written on numbers and the symbols e.g. + and =. Get a card showing a number. Show the number to the child and ask her/him to tell you the number e.g. $\boxed{6} + \boxed{3} = \underline{\quad}$ <ul style="list-style-type: none"> While the child observes, count six objects as the number card shows and then add 3 as the other card shows. Now count together with her/him and put the objects 6 and 3 together. After you have put them together, ask the child to also count hers/his and add them. Guide the child to write the number in air and on the ground.

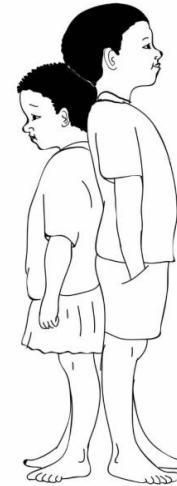
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> Count the added objects together with the child, then say the number of the objects added. After that, ask the child to pick the number card showing the number of the objects added: $\begin{array}{r} 6 \quad + \quad 3 \quad = \quad 9 \\ 000000 \quad 000 \quad 000000000 \end{array}$
12. TELLING THE NUMBER	 <ul style="list-style-type: none"> Number chart, flash cards 	<ul style="list-style-type: none"> Show a number chart showing numbers 1–20. Count the number as you read one by one while the child is repeating. Tell the child the number that follows each given number. <p>Examples:</p> <p>3, 4 6, 7 4, 5 7, 8 5, 6</p> <ul style="list-style-type: none"> Now get a flash card showing the number. Ask the child to tell the number e.g. 8. Ask him/her to tell you the number after 8, ___. After showing the number, ask the child to write it in air and on the ground as he/she says it aloud. Continue showing different numbers to the child while asking her/him to tell the next number.
13. Reciting a rhyme about addition	<ul style="list-style-type: none"> Flash cards showing ducks 	<ul style="list-style-type: none"> While showing the pictures to the child, sing the song three or more times as she/he listens. <p>Example:</p> <p>One yellow duck swimming in the water x3 Swim swim swim swimming In the water</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		  <p>Two, two yellow ducks swimming in the water x3 Swim swim swim swimming in the water. Continue up to 10.</p>
14. COUNTING BACKWARDS	<ul style="list-style-type: none"> • Number chart • Flash cards 	<ul style="list-style-type: none"> • Show the child numbers from 1–20 and guide her/him to read them after you in their order: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20. • Now show him/her the numbers beginning from the last and ask him/her to read them: 20, 19, 18, 17, __, __, __, __, etc. • You can now write the numbers backward but skipping some. Provide the child flash cards to pick the missing numbers and show them to you, e.g. 10, 9, __, __, 6, __, __, • Ask the child to write the missing numbers.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
15. RECITING RHYMES INVOLVING TAKE AWAY	<ul style="list-style-type: none"> • Flash cards showing pictures in the rhyme, e.g. ducks 	<ul style="list-style-type: none"> • Say the rhyme as the child is listening x3 • As you say the rhyme, show the pictures of ducks <p>Examples:</p> <p><i>Four little ducks went out one day over the hills and far away Mother duck said, "quack quack quack" Three little ducks went out one day Over the hills and far away Mother duck said quack quack And two little ducks came back. Two little ducks went out one day Over the hills and far away Mother duck said quack quack. And one little duck came back</i></p> <ul style="list-style-type: none"> • Say the rhyme line by line as the child repeats while showing the number of ducks mentioned in the line. Say it about 3 times with the child. • Ask the child to say the rhyme without you while you listen, but guide her/him where necessary.
16. FINDING THE DIFFERENCE AFTER TAKE AWAY	<ul style="list-style-type: none"> • Pictures related to the story 	<ul style="list-style-type: none"> • While showing the pictures in the story, tell the child the story as he/she listens. <p>Story</p> <p><i>Mother duck had 8 ducklings, one day she went with her ducklings to look for food. A kite came and took away 3 ducklings. How many ducks remained?</i></p>

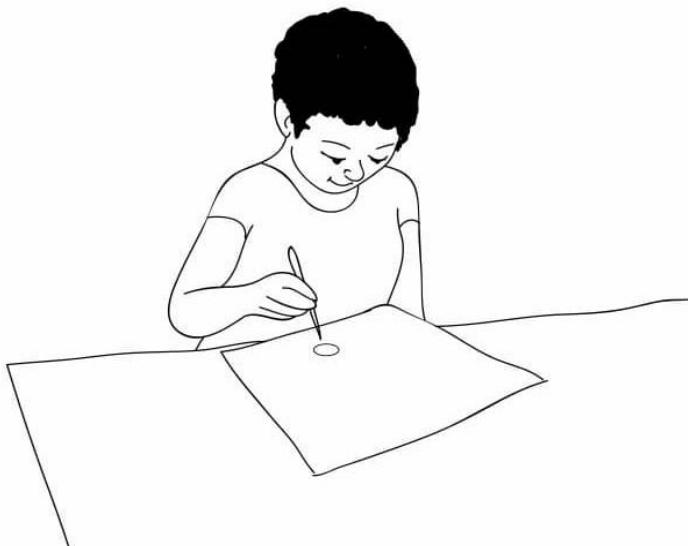
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> Ask the child to draw the ducklings the mother duck had and then those taken away by the kite as shown below. Now let the child tell you how many ducklings are remaining. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <ul style="list-style-type: none"> Give the child more stories about "take away".
17. TELLING MORE THAN AND LESS THAN	<ul style="list-style-type: none"> Real objects like stones, cups, pencils, flowers, leaves, tins, soil, said, water, glasses, baskets 	<ul style="list-style-type: none"> Collect variety of real objects and name them with the child. Examples: Flowers, leaves, stones, water, cups Begin demonstrating <i>less</i> and <i>more</i> objects e.g. <i>Art work of glass A with water;</i> Glass A has more water <i>Art work of glass B with less water;</i> Glass B has less water <i>Art work of basket E with less stones;</i> Basket D has less stones <i>Art work of basket E with more stones;</i> Basket E has more stones Encourage the child to say <i>more</i> and <i>less</i> after you.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
18. UNDERSTANDING LENGTH AND HEIGHT	Pencils, strings, sticks, ropes, brooms, trees, building, children, belts.	<ol style="list-style-type: none"> 1. Tell the child the objects measured by length and those measured by height. 2. Using objects like trees, children, strings, brooms, belts and buildings, compare their length and height using strings, handspans, strides and sticks.  <ol style="list-style-type: none"> 3. Let the child compare the length/height using strings, handspans, strides and sticks.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 

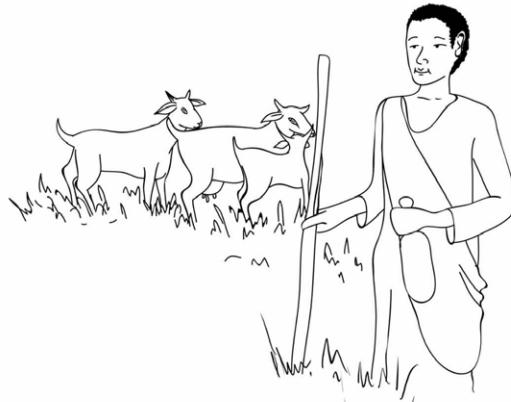
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ol style="list-style-type: none"> 4. Ask questions such as: "Which one is longer?" "Which two ... are of the same height?" 5. Encourage the child to ask for clarification. 6. Tell the child to continue practising comparing objects using strides and handspans.
19.USING MONEY		<ol style="list-style-type: none"> 1. Get imitations coins of USh 100, USh 200, USh 500, USh 1000. <i>Insert a picture of coins of shs.100, sh.200, sh.500, sh.1000</i> 2. Talk about the importance of money: <ul style="list-style-type: none"> - for paying transport fare. - for buying food, clothes. 3. Make a toy shopping centre at home. "Stock" it with things like pencils, cups, plates, empty packets of biscuits, sweets, gorillas, Colgate, sugar, salt.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>4. Role-play a shopping exercise with the child using coins. Tell the child the proper language to use when carrying out buying and selling, such as: Buyer: Good morning Sir/Madam. Shopkeeper: Good morning Sir/Madam. May I help you? Buyer: May I have a pencil please? Shopkeeper: Here it is. Buyer: How much is it? Shopkeeper: It is fifty shillings. Buyer: Here is the money. Shopkeeper: Thank you.</p> <p>5. Give different people at home the chance to be buyers and sellers.</p> <p>6. Teach the child a song about buying and selling. It may be this!</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Shopkeepers x2 give me a sweet. Give me the money and you get a sweet. Shopkeepers x2 give me sugar ...</p> <p>7. Help the child to mention the features on each coin. 8. Give the child a coin, paper, crayon/pencil/charcoal. Let the child rub until the outline of the coin and some features are seen.</p> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
20. TELLING TIME HOME ROUTINE	Water, toothbrush, cups, plates, bed, clothes, Vaseline, soap, broom, picture of the sun/moon/stars, comb	<ul style="list-style-type: none"> Tell the child different times of the day: morning, afternoon, evening and night. Help the child to mention activities done during each time of the day: <u>Morning:</u> waking up, greeting people at home, washing the face, making the bed, brushing teeth, washing face, taking animals to graze, digging, having breakfast. 

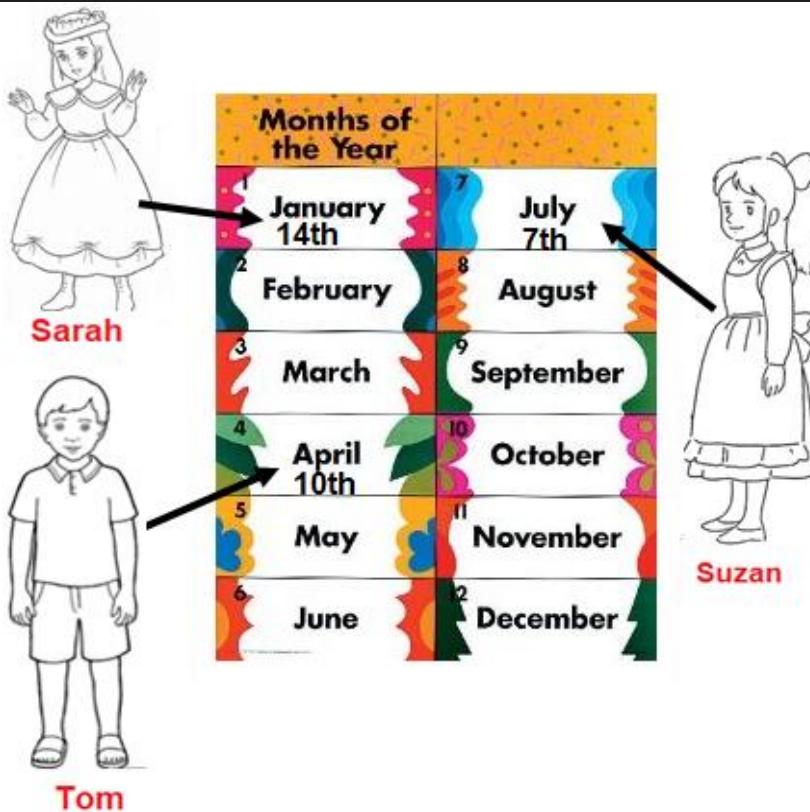
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		  <p><u>Afternoon:</u> preparing lunch, having lunch.</p> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p><u>Evening:</u> preparing supper, taking animals and birds back to their sleeping places, bathing.</p> <p><i>From the grazing place to their homes.</i></p>  <p><u>Night:</u> having supper, praying, going to bed.</p> <p><i>Insert a picture of child in bed sleeping. Show darkness with stars and moon up in the sky.</i></p> <ul style="list-style-type: none"> Ask the child to mention his/her daily routine activities.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> • Teach the child this rhyme. Say it twice and the child will say it after you. <p><i>Early in the morning, wake up and wash your face. Afternoon – get your lunch. Evening, Evening, let the goats in. And at night go to sleep</i></p>
21. USING A CALENDAR TO TELL THE DAYS OF THE WEEK	<ul style="list-style-type: none"> • Calendar: A chart showing the days of the week • Flash cards 	<ol style="list-style-type: none"> 1. Start by talking with the child about the days of the week. First ask her/him to tell you what day of the week is that very day. 2. Now begin from there by showing flash cards/a chart, showing the days of the week as you encourage the child to repeat after you. <p>Example:</p> <p><i>Sunday is the 1st day of the week Monday is the 2nd day Tuesday 3rd Wednesday 4th Thursday 5th Friday 6th Saturday 7th</i></p> <ol style="list-style-type: none"> 3. Talk about the day before and after. Before Monday we have Sunday; before Wednesday we have Tuesday. 4. Talk about special days in a week e.g.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Sunday, Christians go to church, Saturday, Adventists go to church. Friday, Muslims go to mosque.</p> <p>5. Always remind the child the days of the week by asking: What is the day today?</p>
22. RECITING A RHYME ABOUT DAYS OF THE WEEK	Flash cards showing the days of the week	<ol style="list-style-type: none"> 1. Say a rhyme about the days of the week several times; for example, 3 times as the child listens. Examples: <ul style="list-style-type: none"> - How many days make a week? - Seven days make a week. - Sunday, Monday, Tuesday, Wednesday, Thursday, Friday and Saturday. 2. Say the rhyme while the child repeats after you. 3. Let the child say the rhyme without you, but guide the child where necessary.
23. MONTHS OF THE YEAR	<ul style="list-style-type: none"> • A calendar showing months of the year • Word cards showing months of the year 	<ol style="list-style-type: none"> 1. Ask the child the month of the year you are in. Begin from there and then tell her/him a short story about a birthday. My name is Viola. I am 8 years old. I was born in February 16th, so February is the month of my birthday.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY			
		 <p>2. Introduce the calendar to the child beginning from the first month.</p> <div style="border: 1px solid black; width: 100%; height: 100px; margin-top: 10px;"></div> <table border="1" style="width: 100%; text-align: center;"><tr><td>Sarah January 4th</td><td>Tom April 10th</td><td>Suzan July 7th</td></tr></table>	Sarah January 4th	Tom April 10th	Suzan July 7th
Sarah January 4th	Tom April 10th	Suzan July 7th			

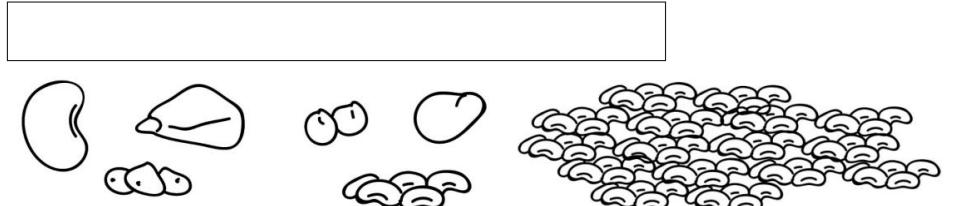
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																								
		 <p>Months of the Year</p> <table border="1"> <tr> <td>1</td> <td>January 14th</td> <td>7</td> <td>July 7th</td> </tr> <tr> <td>2</td> <td>February</td> <td>8</td> <td>August</td> </tr> <tr> <td>3</td> <td>March</td> <td>9</td> <td>September</td> </tr> <tr> <td>4</td> <td>April 10th</td> <td>10</td> <td>October</td> </tr> <tr> <td>5</td> <td>May</td> <td>11</td> <td>November</td> </tr> <tr> <td>6</td> <td>June</td> <td>12</td> <td>December</td> </tr> </table> <p>3. Now teach the child the months of the year using the calendar as he/she repeats after you.</p>	1	January 14th	7	July 7th	2	February	8	August	3	March	9	September	4	April 10th	10	October	5	May	11	November	6	June	12	December
1	January 14th	7	July 7th																							
2	February	8	August																							
3	March	9	September																							
4	April 10th	10	October																							
5	May	11	November																							
6	June	12	December																							

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																										
		<p>Examples:</p> <table> <tbody> <tr> <td>January 1st</td> <td>August 8th</td> </tr> <tr> <td>February 2nd</td> <td>September 9th</td> </tr> <tr> <td>March 3rd</td> <td>October 10th</td> </tr> <tr> <td>April 4th</td> <td>November 11th</td> </tr> <tr> <td>May 5th</td> <td>December 12th</td> </tr> <tr> <td>June 6th</td> <td></td> </tr> <tr> <td>July 7th</td> <td></td> </tr> </tbody> </table> <p>Practise reciting the months of the year with the child, creating prompt intervals to check whether the child remembers the order of the months of the year.</p> <p>4. Tell the child the month before and after with their number of days</p> <table> <thead> <tr> <th><u>Before</u></th> <th><u>Month</u></th> <th><u>After</u></th> </tr> </thead> <tbody> <tr> <td>May (30 days)</td> <td>June 30 days)</td> <td>July (31 days)</td> </tr> <tr> <td>July (31 days)</td> <td>August (31 days)</td> <td>September (30 days)</td> </tr> <tr> <td>January 31 days)</td> <td>February 28/29 days)</td> <td>March (31 days)</td> </tr> </tbody> </table>	January 1st	August 8th	February 2nd	September 9th	March 3rd	October 10th	April 4th	November 11th	May 5th	December 12th	June 6th		July 7th		<u>Before</u>	<u>Month</u>	<u>After</u>	May (30 days)	June 30 days)	July (31 days)	July (31 days)	August (31 days)	September (30 days)	January 31 days)	February 28/29 days)	March (31 days)
January 1st	August 8th																											
February 2nd	September 9th																											
March 3rd	October 10th																											
April 4th	November 11th																											
May 5th	December 12th																											
June 6th																												
July 7th																												
<u>Before</u>	<u>Month</u>	<u>After</u>																										
May (30 days)	June 30 days)	July (31 days)																										
July (31 days)	August (31 days)	September (30 days)																										
January 31 days)	February 28/29 days)	March (31 days)																										
24. A RHYME ABOUT MONTHS OF THE YEAR	<ul style="list-style-type: none"> Cut-outs of the months of the year 	<ul style="list-style-type: none"> While showing the cut-outs, say a rhyme about the months of year several times as the child listens. <p>Examples:</p> <ul style="list-style-type: none"> - How many months make a year? 12 months make a year. - Mention them: January, February, March, April, May, June, July, August, September, October, November and December (12 months make a year) 																										

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ul style="list-style-type: none"> • Say a rhyme about months of the year and their days several times as the child listens (like 3 times). <ul style="list-style-type: none"> - 30 days are September, April, June and November. - The rest have 31 days except. • Say the rhyme as the child repeats. • Let the child say the rhyme as you listen, but guide him/her where necessary.
25. USING A CALENDAR / TO TALK ABOUT SPECIAL DAYS IN A YEAR	<ul style="list-style-type: none"> • A calendar showing months of the year 	<ol style="list-style-type: none"> 1. Show a calendar. Talk with the child about the special days in the months of the year as he/she repeats after you. Examples: <ul style="list-style-type: none"> - Easter - Idi Adhuha - Idi El-Fitri - Independence Day – 9th October - Christmas day – 25th December - New Year's Day – 1st January. 2. Talk about each special day and ask the child to talk about how he/she spent the day.
26. MEASURING WEIGHT e.g HEAVY AND LIGHT	<ul style="list-style-type: none"> • Real objects, such as stones: big and small • Jerry cans of water and empty ones 	<ol style="list-style-type: none"> 1. Collect a variety of heavy and light objects and name them with the child. Examples: <ul style="list-style-type: none"> - Stones - Jerry cans of water - Baskets of items - Leaves, etc.

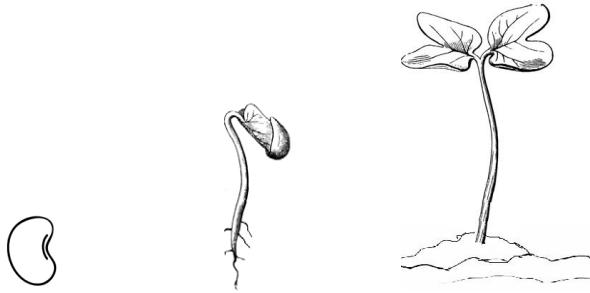
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>2. Now lift them one by one as you say the weight e.g. carry a light stone and say light. Now, let the child repeat the word, light after you. Then, let the child carry and feel it. Then carry a heavy stone and say, heavy. Now give it to the child also to carry and say, heavy.</p> <p>3. Continue giving the child more heavy and light objects to carry and let him/her use the words light and heavy to describe their weight.</p>
27. MEASURING CAPACITY FULL AND EMPTY	<ul style="list-style-type: none"> Water, milk, oil, juice, soda, containers like cups, bottles, buckets, jerrycans, pots of different sizes 	<ul style="list-style-type: none"> With the child, collect materials, such as milk, water, juice, containers of different sizes (big and small containers). <p>Examples: Buckets, jerry cans, pots of different sizes.</p> <ul style="list-style-type: none"> Guide the child to name the materials collected. Now begin the demonstration: Put water in a big container and let the child say, full after you. Then bring an empty container and say, empty and let the child also say, empty after you. Bring a bucket and fill it with stones. Tell the child to say, full bucket. Bring another one that is empty and say, empty because there is nothing in it. <i>Insert pictures of a bucket full of stones and another one is empty</i> Instruct the child e.g. pour milk in the glass. Make it full then bring another empty glass. <i>Insert pictures of different glasses one full another one empty</i>

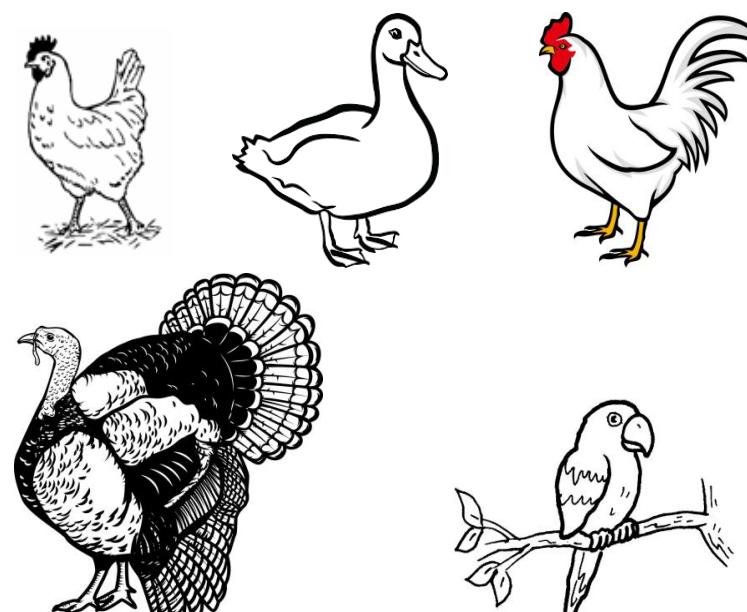
KEEPING AND CARING FOR THINGS IN THE ENVIRONMENT

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
1.GROWING	Land, empty tins with holes at the bottom, seeds, hoe	<p>1. Help the child to prepare a small piece of land/garden/a tin with holes at the bottom.</p>  <p>2. Give the child different types of seeds (beans, maize, peas, millet). Allow the child to choose the seeds he or she would like to plant.</p> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>3. Teach the child how to dig the holes and the number of seeds to be put in each hole.</p> <div style="text-align: center; margin-top: 20px;">   </div>
2.CARING FOR PLANTS	Water, watering can, hoe, sunlight	<p>1. Tell the child what he or she should do in order for the planted seeds to grow well.</p> <ul style="list-style-type: none"> - watering the seedlings and the growing plants using a watering can.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>- Making sure that where you planted the seeds has enough light. - Weeding the unwanted plants from the garden using a hoe.</p>

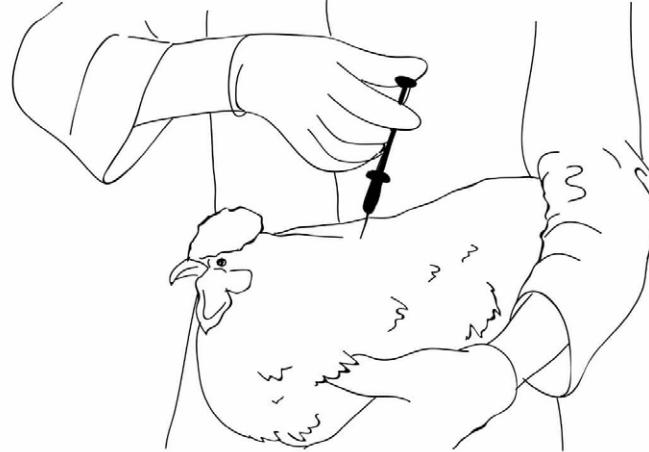
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>1. </p> <p>2. Tell the child to observe the growing plants and talk about the changes taking place.</p> <p></p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
4. CARING FOR BIRDS	<ul style="list-style-type: none"> • Birds kept at home, such as hens, cocks, ducks, turkeys and doves • Brooms • Feeds • Gloves • Space • Local herbal medicine 	<p>3. Ask the child questions about the changes taking place as the seedlings grow.</p> <p>1. Take a walk around the home with the child to see different birds kept at home and their dwellings.</p> <p>2. Let the child name and touch or point to the birds you find.</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		  <p>3. Tell the child the importance of birds at home and how he or she should care for them in order to get quality eggs and meat to sell.</p>   <p>4. Help the child to mention different ways of caring for the birds:</p> <ul style="list-style-type: none">- Giving them food.

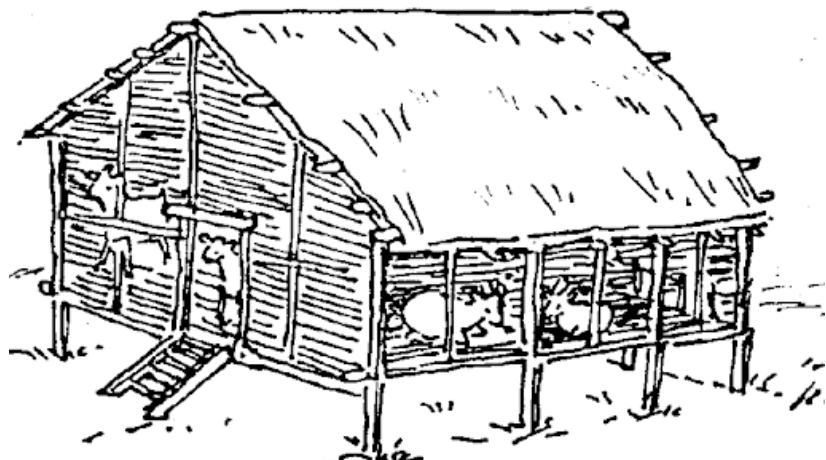
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>- Cleaning their dwellings.</p>

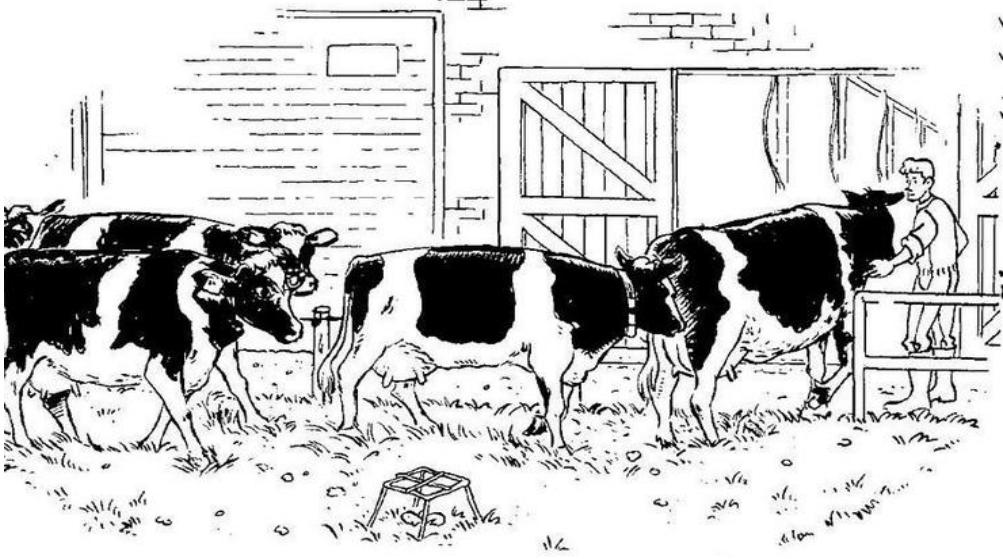
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>A black and white line drawing of a person with dark hair, wearing a light-colored long-sleeved shirt, crouching down and holding a small bird in their hands. They appear to be applying something to the bird's wing or body with a small tool or container. In the background, there are several other birds perched on vertical wooden poles, some of which have small dots or marks on them. The ground is depicted with simple wavy lines.</p> <p>- Treating birds.</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<div style="border: 1px solid black; height: 100px; width: 100%;"></div>  <p>5. Teach the child a song. Sing it twice and the child will sing after you.</p> <p><i>This is a hen x2</i></p> <p><i>Which I keep at home x2</i></p> <p><i>I give it the feeds</i></p> <p><i>I give it the water</i></p> <p><i>And I clean its dwelling x2</i></p>

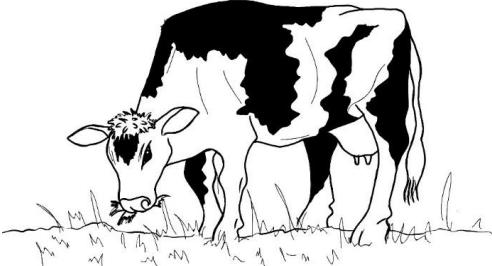
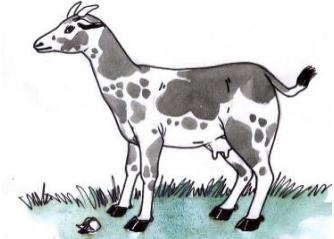
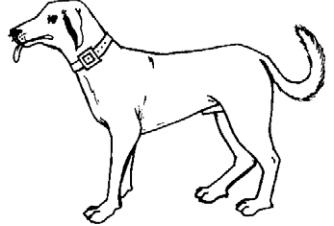
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>6. Give the child a book to draw and colour a bird of his or her choice.</p>
4.CARING FOR ANIMALS	<ul style="list-style-type: none"> • Animals like rabbit, goat, cow, sheep, donkey, dog, and cat • Herbal medicine • Items used for cleaning: brooms, spade, gloves, wheelbarrow. • Food for animals (feeds) 	<p>1. Take the child for a walk around the home. Go to the goat pen, kraal, kennel, fold and a basket. Let the child touch or point to the animal they see.</p> <div style="border: 1px solid black; height: 50px; width: 100%; margin-top: 10px;"></div>

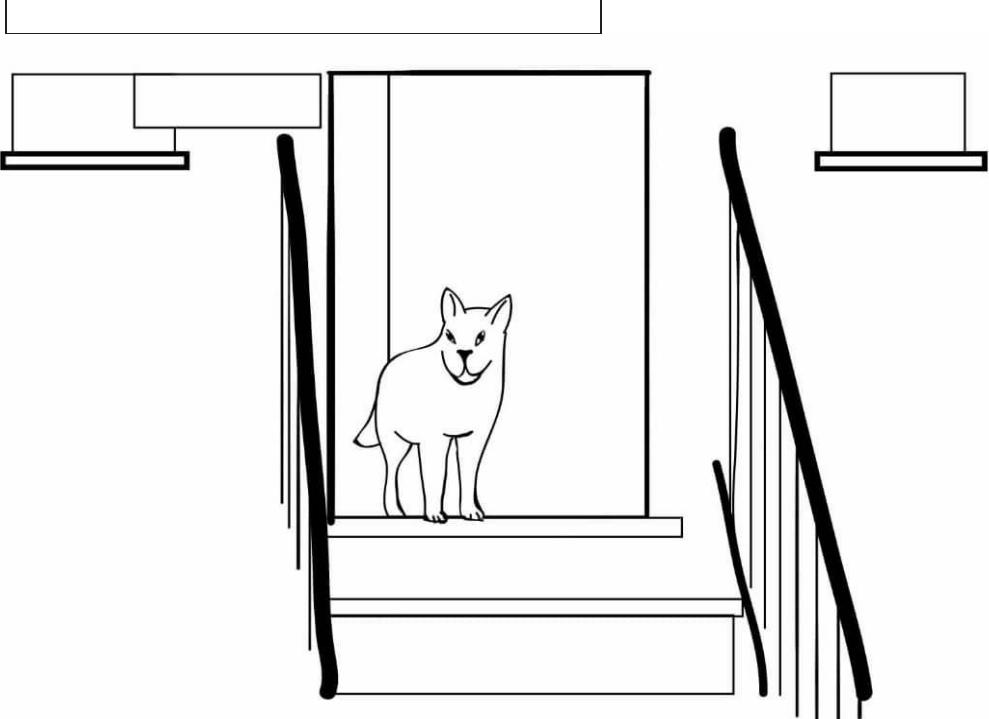
Goat pen



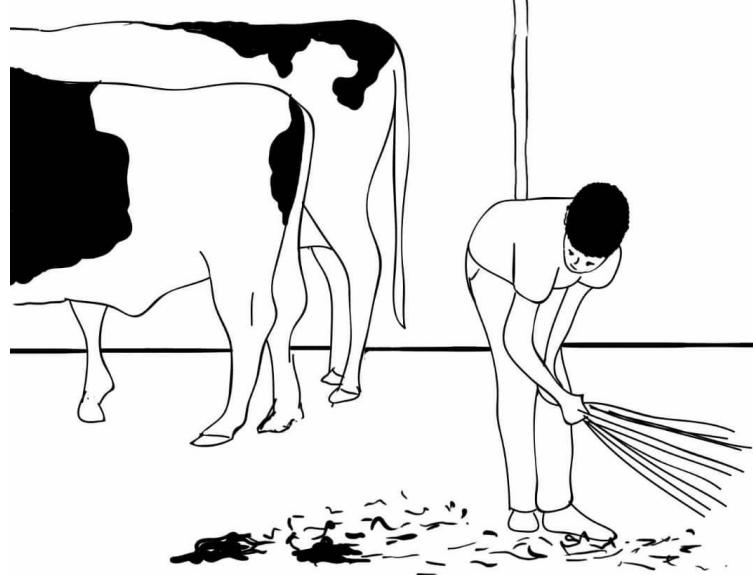
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Kraal</p>  <p>A black and white line drawing of a farm scene. In the foreground, several cows of different colors (black and white, brown) are standing in a grassy area. In the background, there is a wooden building with a large open doorway or gate. A person is standing near the entrance of the building. The style is simple and illustrative, typical of children's educational materials.</p>

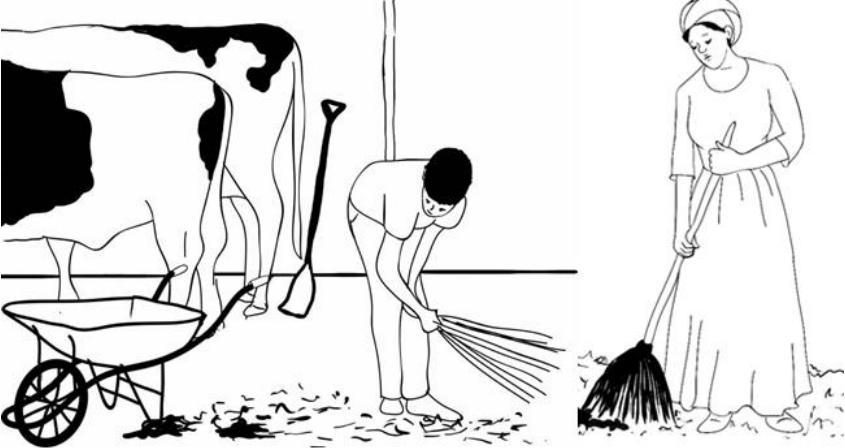
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Kennel</p> 

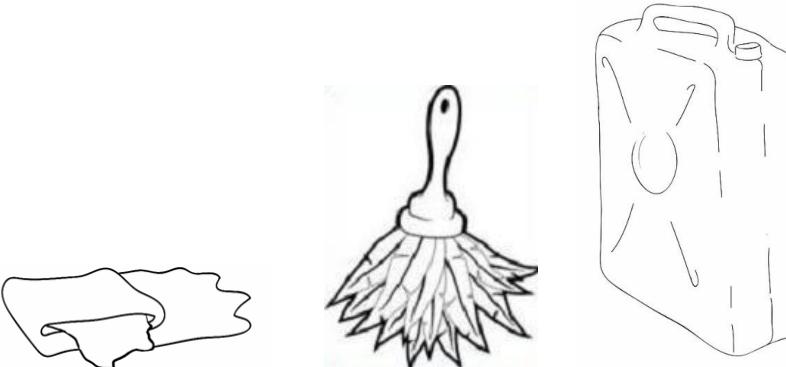
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>2. Let the child name the animals seen and their dwellings.</p> <div style="border: 1px solid black; height: 50px; width: 100%; margin-bottom: 10px;"></div>  <p>Cow - Kraal</p>  <p>Goat - Goat pen</p>  <p>Dog - Kennel</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>3. Tell the child the importance of the animals kept at home and how to care for them so that they can grow healthy and strong. Tell him/her that animals which are well cared for produce quality meat, skin and milk.</p> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>4. Show the child how to care for the animals.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>  A black and white line drawing illustration. On the right side, a man with short hair, wearing a simple loincloth, stands holding a wooden bucket. He is milking a goat that is standing in a patch of grass. Another goat is standing behind the first one. The background is plain.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>5. Ask the child to choose an animal to care for in a week. Let the child own an animal or two and get the chance of caring for them at home. Work with him or her.</p> <p>[Empty box for drawing]</p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>6. Give the child a book, a pencil and colours to draw and colour any animal of his or her choice.</p> <p>7. Teach the child this rhyme. Say it twice as the child repeats after you.</p> <p><i>Mr Cow! Moo-oo Come and eat the grass. Yes, yes.</i></p> <p><i>Mr Dog! Boo-boo Chace the thief Yes, yes.</i></p>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>Mr Goat! Mee-ee Come and eat the grass Yes, yes.</p> <p>Mr Cat _____</p>
5.CLEANING THE ENVIRONMENT	<ul style="list-style-type: none"> • Locally made brooms for outdoor and indoor • Mop • Water • Soap • Slasher • Hoe • Rake • Mopping bucket/basin • Dustbin • Dust pan • Duster • Rubbish pit 	<ol style="list-style-type: none"> 1. Ask the child activities done in order to keep the home clean. Activities like sweeping, mopping, slashing/digging the grass in the yard , picking rubbish, dusting walls/chairs/tables and shelves, spreading out mats/mattresses/blankets. 2. Get materials used to clean. <p>These are mops, duster, water, soap, soft broom, hard broom, slasher, hoe, rake, mopping bucket, dust pan, dust bin, rubbish pit.</p> 

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>3. Teach the child how to keep the house clean.</p> <div style="border: 1px solid black; width: 100%; height: 20px;"></div>

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		 A black and white line drawing of a young boy with dark hair, wearing a light-colored t-shirt and trousers, and dark shoes. He is standing and holding a broom with both hands, sweeping the floor. A small pile of debris is visible on the floor where he has been sweeping.

ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>4. Teach the child activities done to clean outside the house.</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div> 

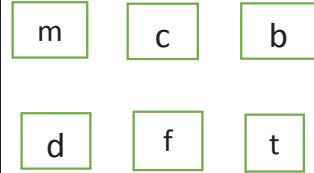
ACTIVITY	MATERIALS	STEPS TO FOLLOW TO DO THE ACTIVITY																				
		<p>5. Draw a daily cleaning rota which everyone at home should follow. Keep on editing the cleaning rota so that each person works in different areas. The rota will help you to monitor the performance of each child. Award “marks” using comments such as “well done”, “good”, “good but . . .”, “this is great”, etc.</p> <p><i>Insert a cleaning rota</i></p> <table border="1"> <thead> <tr> <th>Day</th><th>Time</th><th>Activity done</th><th>Area to clean</th><th>Person responsible</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>6. Teach the child a rhyme. Say it twice and the child will say it after you. <i>“I am going to sweep the dirt away x3</i> <i>Sweep, Sweep, Sweep</i></p> <p>7. Let the child get a book and a pencil to do this work. Baby class: Colour the picture of a broom. Middle class: Trace and colour a broom. Top class: Teach him or her how to make a broom.</p>	Day	Time	Activity done	Area to clean	Person responsible															
Day	Time	Activity done	Area to clean	Person responsible																		

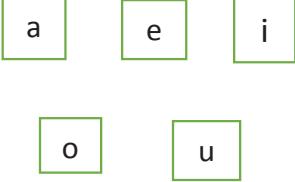
PROMOTING LANGUAGE AND COMMUNICATION

ACTIVITY	MATERIALS NEEDED	STEP TO FOLLOW TO DO THE ACTIVITY
1. Reading stories to the child	<ul style="list-style-type: none"> - Story books with big and well-illustrated pictures - Children love coloured picture materials <p>Drawing</p>	<ul style="list-style-type: none"> - Read to the child in the local language. - Model fluent reading by reading aloud daily. - Use facial expression while reading. - Talk about the picture and the story together.
2. Story telling time	<ul style="list-style-type: none"> - Cultural folktales - Created stories <p>Game</p> <ul style="list-style-type: none"> - Dramatizing a story 	<ul style="list-style-type: none"> • Choose a medium for your story and define your core message <p>Story topics</p> <ul style="list-style-type: none"> - Cultural beliefs - Folktales - Religious beliefs - Cultural values, norms and practices <ul style="list-style-type: none"> • Provide many opportunities for the child to listen and actively participate to the prompts about the story. <ul style="list-style-type: none"> • Tell your stories with humour. <p>Steps for storytelling</p> <ul style="list-style-type: none"> - Pick a relevant story. - Let the child sit in a safe and quiet place with you.

		<ul style="list-style-type: none"> - Adapt the story to fit the child's level of understanding. - Start telling the story. - You may ask questions to prompt the child's thinking and reasoning. - Keep the story short. - Discuss the story to check whenever any lessons have been learnt. - The child can try re-telling the story.
<p>3. Singing</p> <p>Anytime is a good time to sing with your child.</p>	<ul style="list-style-type: none"> - Nursery and ABCs songs - Make up songs about things that are familiar or interesting to your child, e.g. <ul style="list-style-type: none"> • Body parts • Colours • Numbers • Things at home • Letter • Shakers • Drum • Sticks • Whistle <p>Games</p> <p>Play 'name that tune' game</p>	<ul style="list-style-type: none"> • Find many opportunities to sing to and with your child. - Choose simple familiar tunes or make up your own melodies to encourage your child to participate actively in this home learning. - Choose songs with meaningful and useful words that the child understands. - Select short and interesting songs in your local language and/or in English that is easy for the child to grasp and memorise. - Encourage your child to sing and interact with you. Musically. - Keep pausing at short intervals to let the child respond during singing. - Engage the child in "an interaction" between you and him/her. Keep the "interaction" simple. Children love repetitions. - Add simple actions to the song and help your child to perform the actions in the songs.

<p>4. Reciting Rhymes</p> <p>Rhymes build confidence and independence</p> <p>Rhymes help children remember information and boast language and communication</p> <p>Rhymes develop the mouth and tongues muscles</p>	<ul style="list-style-type: none"> - Rhyme books <p>Games</p> <ul style="list-style-type: none"> - Rhyming puzzles 	<ul style="list-style-type: none"> - Read rhyming picture books over and over again together with the child. - Learning to listen to rhymes is an important first step to a child. - Recite the rhymes together with the child. - Act out the rhymes (include body movements). - Start and let your child finish the rhymes.
<p>5. Matching and describing shapes</p> <p>Matching and describing shapes help children develop a range of thinking skills</p> <ul style="list-style-type: none"> • Memory • Concentration • Visual skill 	<ul style="list-style-type: none"> - Cut-out shapes - Objects in the environment. <p>Games</p> <ul style="list-style-type: none"> - Matching similar shapes 	<ul style="list-style-type: none"> - Gather a number of different objects and of different shapes. - Talk about and describe their shapes with the child. - Help your child to sort out similar shapes and to name them.

<p>6.Picture Matching</p> <p>Pictures help children to develop descriptive language as they talk about the pictures - children develop oral language skills</p>	<ul style="list-style-type: none"> - Picture cards <p>Games</p> <ul style="list-style-type: none"> - Object to picture matching activities 	<ul style="list-style-type: none"> - Give the child cards with familiar pictures. - Ask the child to talk with you about the picture(s). Don't worry if the child doesn't get it right away at the first trial. It always happens. - Relate the pictures to real-life objects. - Let the child try matching pictures to the objects.
<p>7.Role playing</p> <p>You act out the roles of other people</p> <p>Role-play teaches intentional communication skills and self-confidence</p>	<p>Scenarios to act</p> <ul style="list-style-type: none"> - Baby care - At the shop - At the hospital - At the police 	<ul style="list-style-type: none"> - Create characters with a reason. - Assign roles between the parent and child. - Act out the scenarios.
<p>8.Learning letter sounds</p> <p>Learning letter sounds is the key to learning how to read and write in any W</p>	<ul style="list-style-type: none"> - Home objects - Cut-out letters <div style="text-align: center;">    </div>	<ul style="list-style-type: none"> - Build in the child the ability to manipulate the sounds and an awareness that the environment and the spoken words are made up of individual sounds. <ul style="list-style-type: none"> • Animal sounds • Other sounds in the environment - Engage the child using materials that promote identification of letter sounds. Look at the following sounds in Luganda: Sowani Sikati Sitokisi <div style="text-align: center; margin-left: 20px;">  </div>

	<p>Vowels</p>  <p>Engage in language play - Tongue-twisters</p>	<ul style="list-style-type: none"> - Provide and use non-English words in order to support your child's local language development while he/she learns to speak English. - Demonstrate awareness of the relationship between sounds and letter. - Purposely use games to support sound – letter connections.
9.Learning letter formations	<p>Cut-out letter shapes</p> <p>Games</p> <p>-Forming letter with bottle tops, soil, ash and other materials</p>	<ul style="list-style-type: none"> - Model writing the letters. - You can show the child how to form or write the letters. -

OUT DOOR PLAY ACTIVITIES

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
1. SAND AND WATER PLAY 	Sand, plastic bottles, Containers, cans, bottle tops, pieces of wood	<ol style="list-style-type: none"> 1. Making sure that the play area is safe and secure before you take the child there to play. Remove materials, such as harmful pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured. 2. Check the fixed play equipment to make sure that they don't have sharp edges and cracked materials that can injure the child. 3. Make sure that the place is hygienic. Remove things such as cow dung, stagnant water. 4. Make sure that the space is enough for the child to play and is suitable for his/her age and ability.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>5. Give clear instructions about what the child is expected of and when to do it, putting into consideration the child's interests and ability.</p> <p>6. Make sure that the child, irrespective of gender, is well allocated in the different play areas.</p> <p>7. In case you have a child with special needs, make sure that he/she is well attended to by allocating him/her suitable materials to be involved and engaged in activities.</p>

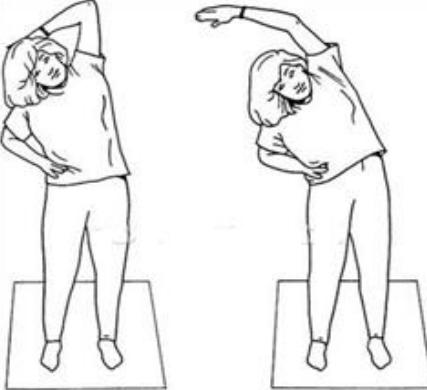
ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
2. THROWING AND CATCHING 	Balls, bean bags, models of materials, such as oranges, mangoes, tomatoes	<ol style="list-style-type: none"> 1. Making sure that the play area is safe and secure before you take the child there to play. Remove materials like pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured. 2. Check the given materials to make sure they are in good condition for use by the child. 3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, rubbish and stagnant water. 4. Make sure that the space is enough for the child to play and is suitable for his/her age and ability. 5. If the children are many, group them and make allocation of materials to permit each child a chance to reach all materials and equipment. 6. Give clear instructions about what the child is expected of and when to do it, putting into consideration the child's interest and ability. 7. As a parent, try to demonstrate how the different play activities/game are played to have your child happily and actively engaged.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>8. Make sure that the child, irrespective of gender, is well allocated in the different play areas and different suitably selected materials.</p> <p>9. Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable materials and giving him/her clear instructions and suitable demonstrations.</p> <p>10. Join in the child's play so that he/she can imitate and learn from you. Observe and guide the child's behaviour and study his/her potentials for further support.</p>
3. CLIMBING	Climbing frames, Safe ladders, tiers, stumps made into steps, poles with notches	<p>1. Make sure that the play area is safe and secure before you take the child there to play.</p> <p>2. Remove materials, such as pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured.</p> <p>3. Check the climbing materials to make sure they don't have sharp edges and cracks that may harm/injure the child. Also check for nails that are protruding and loose fixtures that may cause breakage.</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <ul style="list-style-type: none"> <li data-bbox="998 626 1869 697">4. Make sure that the place is hygienic. Remove things, such as cow dung, dog's faeces, stagnant water, rubbish etc. <li data-bbox="998 720 1844 826">5. Make sure that there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the child. <li data-bbox="998 849 1844 959">6. If you have many children, make sure that the materials are enough for them to share, and are suitable for their age and ability. For example: not too heavy, not too big. <li data-bbox="998 982 1850 1092">7. If the children are many, make allocation of the materials to permit each child a chance to reach and use all of them, hence preventing fighting for them.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>8. Give clear instructions about what the child is expected of and when to do it, putting into consideration his/her interest and ability.</p> <p>9. Make sure the child, irrespective of gender, is well placed to suitably engage in different throwing and catching games and plays.</p> <p>Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable materials and be involved and engaged but with proper observation, supervision and demonstration while he/she plays.</p> <p>Remember that all children need to be supervised for better understanding and guidance and support during play and after.</p> 

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
4. STRETCHING THE BODY 		<ol style="list-style-type: none"> 1. Making sure that the play area is safe and secure before you take the child there to play. 2. Remove materials like pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured. 3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, stagnant water, rubbish etc. 4. Make sure there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the child. 5. Make sure that the child, irrespective of gender, is well placed to suitably engage in the different activities. 6. Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable space and time to be involved and engaged but with proper observation, supervision and demonstration while he/she plays. 7. Join in the child's play so that he/she can imitate and learn from you. Observe and guide him in his/her behaviour and study his/her potentials for further support.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>8. While standing before the child, stretch and tell him/her to follow suit.</p>
5. SPRING KICKS		<p>1. Make sure that the play area is safe and secure before you take the child there to play.</p> <p>2. Remove materials like pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured.</p> <p>3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, stagnant water, rubbish etc.</p> <p>4. Make sure that there are no dangerous insects and</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>animals, e.g. bees, caterpillar, snakes that may harm the child.</p> <ul style="list-style-type: none"> 5. Make sure that the child, irrespective of gender, is well placed to suitably engage in the different spring kicking exercises. 6. Make sure if you have a child with special needs, he/she is well attended to by allocating him/her suitable space and time to be involved and engaged but with proper observation, supervision, demonstration and guidance while he/she plays. 7. Join in your child's play so that he/she can imitate and learn from you. Observe and guide him in his/her behaviour and study his/her potentials for further support. 8. Now spring on one leg and kick out the other leg. 9. Please do this as the child watches and then allow him/her do it also. 10. Don't forget to keep the supporting leg flexed and don't bend at the knees.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
6. STATIC BALANCE		<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before you take the child there to play. 2. Remove materials like pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured. 3. Make sure that the place is hygienic. Remove things like cow dung, dog's faeces, stagnant water, rubbish etc. 4. Make sure that there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the child. 5. Making sure that the child, irrespective of gender, is well placed to suitably engage in the different activities. 6. Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable space and time to be involved and engaged, but with proper observation, supervision and demonstration while he/she plays. 7. Join in your child's play so that he/she can imitate and learn from you. Observe and guide him in his/her behaviour and study his/her potentials for further support.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>8. Let the child 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>
7. 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 you take the child there to play.</p> <p>2. Remove materials like pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured.</p> <p>3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, stagnant water, rubbish etc.</p>

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ol style="list-style-type: none">4. Make sure that there are no dangerous insects and animal e.g. bees, caterpillar, snakes that may harm the child.5. Make sure that the child, irrespective of gender, is well placed to suitably engage in the different activities.6. Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable space and time to be involved and engaged, but with proper observation, supervision and demonstration while he/she plays.7. Join in the child's play so that he/she can imitate and learn from you. Observe and guide him in his/her behaviour and study his/her potentials for further support.8. The child should place an object on his/her head. Ensure that it stable.9. Then he/she should cease supporting it with his/her hands and let it balance freely.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		 <p>10. Tell them to move without holding the item on the head.</p>
8. WALKING	Clock/watch, sheet, pencil or pen, point marker e.g. flag	<ol style="list-style-type: none"> <li data-bbox="998 580 1881 662">1. Make sure that the play area is safe and secure before you take the child there to play. <li data-bbox="998 685 1881 795">2. Remove harmful materials such as pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child from getting injured. <li data-bbox="998 818 1881 901">3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, stagnant water, rubbish etc. <li data-bbox="998 923 1881 1034">4. Make sure that there are no dangerous insects and animal, e.g. bees, caterpillar, snakes that may harm the child. <li data-bbox="998 1056 1881 1151">5. Make sure that the child, irrespective of gender, is well placed to suitably engage in the different activities.

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<ol style="list-style-type: none"> 6. Make sure if you have a child with special needs, he /she is well attended to by allocating him/her suitable time to be involved and engaged, but with proper observation, supervision and demonstration while he/she play. 7. Join in the child's play so that he/she can imitate and learn from you. Observe and guide his/her behaviour and study his/her potentials for further support. 8. Prepare a pile of objects at a given place from the centre for the child to go and pick from. 9. If you have many children, prepare them 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.
9. SKIPPING	Skipping rope	<ol style="list-style-type: none"> 1. Make sure that the play area is safe and secure before you take the child there to play. 2. Remove harmful materials, such as pieces of wood, broken glasses, thorns, nails and bones. Check for potholes to prevent the child getting injured. 3. Make sure that the place is hygienic. Remove things such as cow dung, dog's faeces, stagnant water, rubbish etc. 4. Make sure that there are no dangerous insects and animals, e.g. bees, caterpillar, snakes that may harm the

ACTIVITY	MATERIALS NEEDED	STEPS TO FOLLOW TO DO THE ACTIVITY
		<p>child.</p> <ol style="list-style-type: none"> 5. Make sure that the child, irrespective of gender, is well placed to suitably engage in the different activities. 6. Make sure that if you have a child with special needs, he/she is well attended to by allocating him/her suitable space and time to be involved and engaged, but with proper observation, supervision and demonstration while he/she plays. 7. Join in the child's play so that he/she can imitate and learn from you. Observe and guide him/her in his/her behaviour and study his/her potentials for further support. 8. If you have more than one child, let two children hold either ends of the skipping rope. 9. Let them swing it uniformly as their friend skips. 

PARENT'S ROLE

IN

PROMOTING

LIFE SKILLS DEVELOPMENT



LIFE SKILLS	PARENT/GUARDIAN
1. SELF-ESTEEM	<p>Dear parent/guardian,</p> <ul style="list-style-type: none"> • Let your child now care about himself/herself. • Notice the child's interests and provide encouraging comments. • 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 him/her to experience success. • Avoid ridiculing or shaming your child. • Remind your child that everyone makes mistakes and that they help us to learn. Let him/her also know that winning is good, but that doing one's best is also good.
	<ul style="list-style-type: none"> • Maintain an orderly environment and daily routine. This gives the child a sense of safety. • Provide the child tasks and chores to be completed independently • Think about whether things are morally right • Discourage the child from dominating every family interaction, from hurting others, or destroying property. • Set limits. Tell your child what you expect her/him to do. Help her/him to move in that direction. By setting limits you help your child to set limits for herself/himself.
2. DECISION – MAKING SKILLS	<ul style="list-style-type: none"> • Practise problem solving as a family activity. Explain the reasons behind adult decisions.

	<ul style="list-style-type: none"> • Give your child as many choices as possible, but limit to those that are acceptable. Help him/her to stick to his/her decisions and to experience the consequences of his/her choices. Giving the child some choices reduces power struggles and builds competence. • Give time for play.
3. RELATIONSHIP BUILDING SKILLS AND SOCIAL RESPONSIBILITY	<ul style="list-style-type: none"> • Teach the child to smile and use appropriate eye contact. • Teach the child appropriate cultural values and morals. • Be the model of good behaviour. • Teach your child empathy by talking about your feelings and encourage him/her to explain his/her own feelings and to notice the feelings of others. • Help the child learn how to join a group, to share and take turns. • Make sure that the child has at least a friend.
4. COMMUNICATION SKILLS	<ul style="list-style-type: none"> • Allow the child to actively participate in conversations. • Teach your child to listen respectfully to others. Complement when she/he achieves this. • Encourage the child to appropriately express needs and views, and let him/her feel that these are taken seriously. • Keep eye contact when holding a conversation with your child. • Show interest in what the child is saying. • Be honest but remain sensitive to the child's feelings. • Do not judge. • Do not raise your voice or yell. • Praise the child often. • Keep your requests simple.

Dear Parent,

- Get up at the set time, go to bed at the appropriate time.
- Do not set goals that are too ambitious.
- Take some time to plan your schedule. This may seem like a strenuous activity, but it will actually make it easier for you to organize your daily life.
- Help your child to establish a routine as well as it provides him/her with a sense of security and predictability, which are of great importance for the child's development.
- Plan family activities together with the child (talk and make arrangements with your child, and make a schedule with him/her and put it in a visible place. Explain the schedule and make sure the child understands your expectations so that he/she can 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", and the same applies to your child if he/she goes to school.
- If you have younger children, break 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 he/she can do a certain activity. Combine joint activities with activities the child will do on his/her own.
- Limit your child's use of digital devices (mobile phones, tablets, computers). Use them wisely as tools, e.g. let the child use them only for a certain amount of time or when they are really needed (when you have an important meeting or business conversation or when you are simply exhausted).
- 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 child can play, read in silence, or do his/her homework. You know your child, so you can pick an activity he/she enjoys (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. Don't worry about the mess around you – cleaning the house can wait.
- Involve your child in housekeeping activities, in line with his/her age and ability. The activities you do together are important for the child 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. Sometimes go with the flow of the moment. If the child is having a nice time playing, don't interrupt just because the schedule says it's meal time.
- This is a great time for your child to master the skill of playing on his/her own if he/she hasn't already.
- Limit the use of mobile phones because they can be a distraction. Lead by example – you also shouldn't spend 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 CHILD'S LEARNING.

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

ISBN 978-9970-898-10-7

www.ncdc.go.ug