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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism and promote unity

Kenya's people belong to different ethnic groups, races and religion, but these differences need not divide them. They must be able to live and interact as Kenyans it is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect, which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of them nation.

2. Promote the social, economic, technological and industrial needs for national development

Education should prepare youth of the country to play an effective and productive role in the life of the nation.

a) Social needs

Education in Kenya must prepare children for those changes in attitudes and relationships, which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be silent social revolution following in the wake of rapid modernization. Education should assist out youth to adapt to this change.

b) Economic needs

Education in Kenya should produce citizens with skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is need of adequate domestic manpower.

c) Technological and industrial needs

Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in developed world. We can only be part of this development if our education system deliberately focuses on knowledge, skills and attitudes that will prepare the youth for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help every individual development is character building.

4. Promote sound moral and religious values

Education should provide for the development of knowledge, skills and attitudes that will enhance acquisition of sound moral values and help children to grow up into self disciplined, self reliant and integrated citizens.

5. Promote social equality and responsibility

Education should promote social equality and foster sense of social responsibility within an education system, which provides equal educational opportunities for all. It should give children varied and challenging opportunities for collective activities and corporate social service.

5. Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their value place in contemporary society.

Children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

7. Promote international consciousness and foster positive attitudes towards other nations.

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities rights benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the youth the value of good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

GENERAL OBJECTIVES OF EARLY CHILDHOOD DEVELOPMENT AND EDUCATION IN KENYA

Early Childhood Development in Kenya should:

1. Provide education geared towards development of the child's mental capabilities and physical growth;
2. Enable the child enjoy living and learning through play;
3. Develop the child's self-esteem and self-confidence;
4. Enable the child to develop understanding and appreciation of his/her culture and environment;
5. Foster the child's exploration skills, creativity, self-expression and discovery;
6. Identify children with special needs and align them with existing services;
7. Enable the child build good habits and acquire acceptable values and behaviours for effective living as an individual and a member of a group;
8. Foster the spiritual and moral growth of the child'
9. Improve the status of the child's health, care and nutritional needs, and link him/her with health services such as immunization, health check-ups, growth and monitoring:
10. Enrich the child's experiences to enable him/her to cope better with primary school life;
11. Develop the child's aesthetic and artistic skills.

INTRODUCTION

This handbook is meant to enable pre-school teachers to interpret and utilize the ECDE syllabus more effectively when delivering ECDE curriculum. The handbook has been designed in a simple way to build capacity in per-school teachers on how to organize activities in various activity areas in a more integrated manner. It should be understood that all the activities organized should be theme based on that one theme should cut across several activity areas.

This handbook has two major sections, the methodology and the activity areas:

Methodology Section

Under this section, various records to be kept and maintained by the pre school teachers are discussed. These includes the teacher's administrative and professional records.

Activity Areas Section

Under this section, content areas for all the nine activity areas are outlined. It should be understood that the activity area section has been developed in three levels depending on the age bracket of the children. These are; Day care (Level 1); for children aged 3 years and below. Pre-primary 1 (Level 2); for children aged 4 years and Pre-primary 2 (Level 3), for children aged 5 years.

This section contains suggested hints for the teacher in relation to the activities children should perform when covering content in a particular theme. The section also contains suggested teaching and learning materials that should be used during various activities. However, it should be noted that the lists of suggested activities and materials are not exhaustive. The teacher is expected to be more creative and come up with more activities and materials which can make learning more interesting and enjoyable for children.

HOW TO USE THIS BOOK

Order for the pre-school teacher to be more effective in the interpretation and utilization of the ECD syllabus, it is imperative for him or her make good use of the Teachers Handbook. This document is meant to assist the teacher to facilitate teaching and learning more effectively.

It should be clearly understood that this handbook is only meant to orient the teacher on how to interpret the ECD syllabus. It should therefore be used as a reference and not as a teaching document.

The sample scheme of work, lesson plans, progress and individualized education programme records are only meant to guide the teacher in preparing and planning for teaching. However, the teacher is expected to realize that learning activities for pre-school children can be made flexible enough to suit the prevailing environmental circumstances.

The teacher is expected to prepare thoroughly for the activities well in advance according to the selected theme. Sustainability of curiosity and interest in children can be enhanced through exposure of children to manipulative materials and a variety of activities.

Pre-school teachers and caregivers should therefore use this handbook to get guidance on how to identify activities and materials that are appropriate for specific activity areas for a specific age group of children.

The handbook also shows how activities 'C'^ various content are developed from simple to complex as we move from level 1 to level 3. The teacher is expected to take note of this aspect, which caters for the developmental abilities, and capabilities of young children.

It is important for teachers to note that what is contained in this handbook is not exhaustive.

SECTION II METHODOLOGY

INTRODUCTION

Children are curious, active and learn spontaneously through play. The teacher should therefore apply approaches that are child centred, motivating and sustain interest. Children learn best through participatory activities and manipulation of play materials.

The teachers/caregivers role is to provide relevant, adequate, safe and age appropriate play materials as well as a conducive learning environment that will enhance heuristic learning.

Through play and use of their senses, children discover new knowledge and expand their ideas as they explore and experiment with resources and their environment. This enhances holistic development.

DEFINITION OF TERMS

Learning

Learning is acquisition of concepts, skills and attitudes that bring about a permanent change in observable behaviour.

Heuristic Learning

This is a method of learning that allows children to independently acquire knowledge, skills and attitudes as they interact with the environment.

Method

The word method refers to orderliness of thought and action. It is the techniques or arrangement of work for a particular field or subject. The term 'method', 'technique' and strategy are often used by teachers to mean ways of teaching. These words refer to different but related activities in the course of teaching.

In ECD it is recommended that methods that are child-centred and participatory be used. Thematic and integrated learning approach is one of such methods that has proven to be effective in facilitation of learning in ECD.

Theme

A theme is a central idea or topic around which learning takes place or is derived from.

Integration

The act of combining or adding parts to make a unified whole.

In ECD integration refers to where a teacher brings in various activity areas into one. For example in Theme 'Home and Family' children can name some family members (language), sing song about family members (mathematics), draw family members (creative art), sing a song about family members (music and movement) in one activity area.

Thematic Learning Method

This is a method where learning takes place based on a theme. The theme should cut across all the ECD activity areas. For example, sub-theme 'myself the child could name parts of the body (language), count parts of the body (mathematics), sing songs about parts of the body (music and movement) model parts of the body (creative).

A theme can be broken into several sub-themes which may run for a period of two or more weeks. For example, in the theme Family, we have family members, food eaten by family members and clothes worn by family members as sub-themes.

Child Centred Approach

Child centred approach refers to learning based on the interest of the child while the teacher/caregiver acts as a facilitator

Participatory Approach

In participatory approach, the child is encouraged to take *part* individually or in a group to explore, manipulate materials in the environment to enhance learning.

RECORDS

INTRODUCTION

For proper and effective management of an ECD programme, keeping of administration, professional, curriculum and financial records is very important.

These records help the teacher in monitoring the child's holistic development as well as identifying his/her needs, interests and problems.

The records include;

(a) Administrative Records:

Admission register

Attendance register

Financial records

-Cashbook

-Receipt book

-Fees register

-Ledger books

School committee minutes books

-Visitors book

-Log book

-Store ledgers

-Consumable

-Permanent

-Expendable

(b) Professional Records

-Schemes of work

-Lesson plans

-Record of work

-Timetable

-IBP (Individual Education Programme)

-Progress record

-Health record

-Socio-emotional development record

SCHEME OF WORK

This is a teacher's plan of work from the syllabus showing what is to be covered within a specific period of time. Below is a sample of scheme of work for ECD.

AN EXAMPLE OF A TERMLY PROGRAMME OF ACTIVITIES (SCHEME OF WORK)

YEARTERMAGE CLASS.....

DURATION	THEME	SUB-THEME	OBJECTIVE S	CHILDREN'S ACTIVITIES	TEACHING/ LEARNING RESOURCE S	REFERENC E	REMARKS
Week 1							
Week 2							
Week 3 to Week 12							

NOTE: The objectives should be general, cater for the activity areas and relate to the theme. The objectives should also cater for skills, attitudes and

LESSON PLAN

A lesson plan is a detailed outline of work derived from the schemes of work. It guides the teacher during teaching/learning activities on a daily basis.

Below is a sample of a lesson plan for ECD.

An Example of a Daily Programme of Activities (*Lesson Plan*)

Date..... Total Enrolment Boys Girls

THEME

SUB-THEME

DURATION.....

SPECIFIC OBJECTIVES FOR ALL ACTIVITY AREAS FOR THE DAY

REFERENCE

.EARNING/TEACHING MATERIALS/RESOURCES

ACTIVITY DEVELOPMENT

Step One (1st Activity Area)

Introduction

Group Activities

Group1

Group2

Group4

Step Two {2nd Activity Area}

Introduction

Group Activities
Group 1

Group 2

Group 3

Group 4

step Three (Outdoor Activity area)

Introduction of the Outdoor Activity

Group Activities

Free play activities with materials

Directed activities (related to the theme where possible)

Relaxation

(Children collect the materials and prepare for break/snack/toileting)

step Four (4 th Activity Area)

Introduction

Group Activities

Group 1

Group 2

Group 3

Group 4

CONCLUSION

Group 5

Step five (5th activity area)

Introduction

Group Activities

Group 1

Group 2

Group 3

Group 4

CONCLUSION

Note: The number of groups will depend on the number of children in your class

TEACHER'S REMARKS

RECORD OF WORK

A record of work reflects the amount of work a teacher has covered at the end of a sub-theme. Below IS a sample of a record of work for ECDE.

DATE	THEME	SUB-THEME COVERED	REMARKS	SIGN

HEALTH RECORD

This shows the health status of the child. This includes immunization, daily health Progress,, any other special need or accidents and interventions thereof. Below is a sample of health" record for ECDE.

HEALTH RECORD

Name....._Parent/Guardian.....
Date of BirthContact Address
Sex.....

Immunization	Date	Date	Date	Date	Any Other	Date	Date	Date
B.c.a								
D.P.T.								
Polio								
Measles								

Any Handicap

Any other observation

Date	Illness	Action Taken	Remarks

PROGRESS RECORD

This is a tool to monitor the holistic development and achievement of a child.

Below is a sample of a progress record for ECD.

A SAMPLE OF A PROGRESS RECORD

Class _____ **Age**__

Activity Area: Mathematics Activities

Name of child	Activities							
	Sorting and grouping according to colour	Sorting and grouping according to shape	Sorting and grouping according to size	Pairing and Matching	Number recognition	Rote counting	Number Value	Ordering
1. John Osando	V	"	\	A	1	*	V	p
2. Mary Aloe	*					1	A	V

Key

* Excellent

INDIVIDUALIZED EDUCATION PROGRAMME (IEP)

An individualized Education Programme (IEP) is a written statement about objectives, content, implementation and evaluation of a child with special needs in education (SNE).

An IEP is a clearly documented and carefully monitored plan setting forth how to differentiate the curriculum and the experiences of the child with special needs to meet his/her educational needs.

Purpose: To help teacher to project individual learning needs based on short-term and long-term objective in each activity area.

Below is a sample of an individualized education programme (IEP)

General Information about the Child/Historical Background

Name of the Child

Gender.

Age.

Name of the Parent/Guardian

Occupation

Address

Telephone

Family Background

Number of brothers

Number of Sisters

Place of residence

Position of the Family.....

Health/Physical Conditions

Physical

Health

Present Level of Performance / Functioning

This is what the child can and cannot do, for example, academic achievement, psychological processes, language, moto, perceptual and behaviour)

Long-Time Objectives

Short-Time Objectives

Summary of Strengths and Weaknesses

Date of Commencement	Skills	Teaching Strategies/ Materials	Observation Measures	Completion Date	Person Responsible	Recommendations/ Remarks

Other Related Services

Evaluation Procedures

Timetable

ITEM CODE-003
DESCRIPTION - CHALK

RECEIPTS						ISSUES			BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING OFFICE	QUA	UNIT PRICE	VALUE	QUA	UNIT PRICE	VALUE	QUA	VALUE
15/5/98	203	Rafiki General Store	2 cartons	100	200				2 cartons	200.00
16/5/98	305	TeacherA				.7 carton	100.00	100.00	1 carton	100.00

During group sitting, the furniture should be arranged in clusters and not in rows and columns.

Time Management

Suggested time allocation for activity areas per week is shown below.

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematics Activities	=
3.	Outdoor Activities	5
4.	Science Activities	2
5.	Social Activities	2
6.	Creative Activities	2
7.	Music and Movement Activities	2
8.	Religious Education Activities	1
9.	Life Skill Activities	1
	Total	25

Note: The first three activity areas (Language, Mathematics and outdoor) are done daily throughout the week. The rest are done at least two times each during the week. The time allocated for each activity area is 30 minutes.

Suggested lesson time allocation

Activity	Time
Introduction	5 minutes
Class activity	5 minutes
Group activities	15 minutes
Conclusion	5 minutes

Assessment establishes the child's level of attainment in a learning experience by checking if learning objectives have been achieved and whether progress is being made.

Purposes of Assessment

It enables a teacher to:-

- Monitor and promote each child's holistic development
- plan adequately and understand the learner's abilities
- evaluate the teaching methods and Learning resources in order to adopt relevant* teaching strategies for particular skills.
- identify children who need remedial assistance to care for individual differences
- appraise behaviour, knowledge, skills, attitudes and achievement of learners
- classify learners for further development of skills
- motivate both himself/herself and learner towards improvement
- obtaining a basis for correction of weakness and inadequacies in activities and approaches contribute towards research
- refer a child for appropriate placement

Methods of Assessment

- Observation
- Oral interviews
- Writing tasks
- Growth Monitoring and promotion (GMP)
- Making use of Educational Assessment Resource Centres (EARC)

Assessment Tools

These are tools that have been developed by KIE to assess children in various developmental and activity areas. It is important that the ECD teacher monitor holistic development of children under their care. The assessment tools developed cover the following developmental and activity areas:-

- a) Language activities (Oral, reading readiness, writing readiness)*
- bi Mathematics

- a) Science
- b) Cognitive
- c) Psychomotor
- d) Socio-emotional
- e) Social and environmental activities
- f) Moral development
- g) Creative activities
- j) Music activities
- k) Life skills

Application of Assessment Records Result

Teachers are advised to use the result from the assessment to;

- Group children accordingly
- Vary methods/materials during application
- Promote children to the early intervention
- Provide remedial assistance to these children who need such services

TEACHING AND LEARNING MATERIALS

- These are materials used by both the teacher and learner in order to enhance child's holistic development.

Types of Learning/Teaching Materials

- Audio-visual- These are materials that produce sound and pictures; for example television
- Audio- These are materials that produce sound; for example, a radio

Source of Learning/Teaching Materials

Teachers Advisory Centres (TACs)
Libraries
Local environment
Museums
Learning Resources Centres (LRCs)
Curriculum centres
improvisation
Procurement

Developing of Learning/Teaching Materials

When developing and learning materials for children, the following should be put into consideration;

Durability
Attractiveness
Age appropriateness
Cost effectiveness
Safety
Availability of raw materials
Relevance
usability

Storage and care

Importance of Learning/Teaching Materials

- Materials enhance children's manipulative skills
- Helps to sustain children's interest
- Makes learning real

Makes learning enjoyable
Makes the lesson child centred
Develops creativity in children
Reinforces concepts learnt
Fosters ability to meet new situation
Builds self-esteem
Enhances social interaction and leadership skills in children

SUGGESTED WEEKLY PLAN OF ACTIVITIES

	TIME							
	Arrival to B.aO • m,	8.30 a.m. to 8.50 a.m.	8.50 a.m. to 9.20 a.m.	9.20 a.m. to 9.50 a.m.	9.50 a.m. to 10.20 a.m.	10.20 a.m. to 11.00 a.m.	11.00 a.m. to 11.30 a.m.	11.30 a.m. to 12.00 noon
	Free Choice Activity	Health Check	Language Activities	Mathematics Activities	Outdoor Activities	B r & a k s n a c k	Science Activities	Creative Activities
	Free Choice Activity	Health Check	Language Activities	Mathematics Activities	Outdoor Activities		Creative Activities	Life skills Activities
Y	Free Choice Activity	Health Check	Language Activities	Mathematics Activities	Outdoor Activities		Music & Movement Activities	Social & Environriental Activities
	Free Choice Activity	Health Check	Language Activities	Mathematics Activities	Outdoor Activities		Social Environ. Activities	& Science Activities
	Free Choice Activity	Health Check	Language Activities	Mathematics Activities .	Outdoor Activities		Religious Activities	Music & Movement Activities

pm to home time applies to full day programmes

INVENTORIES

These are records, which reflect items coming in and out an ECD centre/classroom.
Below are samples of inventories:

KILIMANI ECD CENTRE

ITEM CODE -001

DESCRIPTION - TEXT BOOKS

STORE LEDGER AND CONTROL CARD

RECEIPTS						ISSUES		BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING OFFICE	QUANTITY	UNIT PRICE	VALUE		VALUE	QUANTITY	VALUE
30/5/98	201	Local Bookshop	30					30	1500
30/5/98	301	Teacher A			5	15	75	15	750
	302	Teacher B					W W 1 "S: oc	Nil	

INVENTORY OF PERMANENT ITEMS

THE PEMS BELOW HAVE BEEN ISSUED TO TEACHER A

DATE	ITEM CODE NO.	DESCRIPTION	NUMBER ISSUED	VOUCHER NO.	SIGN OF INVENTOR Y HOLDER	DATE RETURNED	VOUCHER NO.	SIGNATURE OF STORE KEEPER	REMARKS
30/5/98	001	Text books		15	301			20	
6/5/98	004	Tables		10	307	10		10	
27/5/98	005	Chairs		20	308	10		Nil	

KILIMANI ECD CENTRE

STORE LEDGER AND CONTROL CARD

ITEM CODE-002

DESCRIPTION - PENCILS

RECEIPTS						ISSUES			BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING	QUANTITY	UNIT PRICE	VALUE	QUANTITY	UNIT PRICE	VALUE	QUANTITY	VALUE

INVENTORY OF PERMANENT ITEMS

ITEM CODE-003

DESCRIPTION - CHALK

RECEIPTS						ISSUES			BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING OFFICE	QUA	UNIT PRICE	VALUE	QUA	UNIT PRICE	VALUE	QUA	VALUE
15/5/98	203	Rafiki General Store	2 carton	100	200				2 cartons	200.00
16/5/98	305	Teacher A				1 carton	100.00	100.00	1 carton	100.00
16/5/98	306	Teacher B				1 carton	100.00	100.00	Nil	

KILIMANI ECD CENTRE

ITEM CODE -004

DESCRIPTION - TABLES

RECEIPTS						ISSUES			- BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING OFFICE	QUA	UNIT PRICE	VALUE	QUA	UNIT PRICE	VALUE	QUA	VALUE
5/5/98	204	Usaidizi Associates	20	-	-				20	
6/5/98	307	Teacher A				10			10	
6/5/98	308	Teacher B				10			Nil	

INVENTORY OF PERMANENT ITEMS

THE ITEMS BELOW HAVE BEEN ISSUED TO TEACHER B

DATE	CODE NO.	DESCRIPTION	NUMBER ISSUED	VOUCHER NO.	SIGN OF INVENTOR	DATE RETURNED	VOUCHER	SIGNATURE OF STORE	REMARKS
30/5/98	001	Text Books	15	302	XXX				
6/5/98	004	Tables	10	308	XXX				
27/8/98	005	Chairs	20	309	XXX				

KILIMANI ECD CENTRE

ITEM CODE -006

DESCRIPTION - CHAIRS

STORE LEDGER AND CONTROL CARD

RECEIPTS									©SUES.		BALANCE	
DATE	VR NO.	SUPPLIER OR REQUISITIONING OFFICE	QUANTITY	UNIT PRICE	AMOUNT	DATE	QUANTITY	UNIT PRICE	VALUE		QUANTITY	VALUE
30/5/98	205	Akin Mama P. Group	40								40	
6/5/98	308	Teacher A					20				20	
27/8/98	309	Teacher B					20				20	

CLASSROOM ORGANIZATION

Classroom organization should encourage child participation with an environment that is child friendly.

Learning Corners

These are centres of interest that children carry on activities that enhance learning. This includes:

a) A theme corner

b) Activity area corners:

Language corner

Mathematics corner

Science corner

Creative corner

Social corner

Outdoor corner

Music and movement corner

Religious Education corner

Life skill development corner

Materials in all learning corners should enhance concepts, skills and attitudes within that particular activity area.

Grouping

Grouping in an ECDE classroom is very important. Children are grouped according to:

Age

Interest

Ability

These groups are not permanent and should change regularly according to need.

Sitting arrangement

This can also be organised to suit the situation, for example, children should sit in a semi circle during story telling. while they sit in their groups for other activities.

During group sitting, the furniture should be arranged in clusters and not in rows and columns.

Time Management

Suggested time allocation for activity areas per week is shown below.

#	ACTIVITY AREA	LESSONS
1.	Language Activities	5
2.	Mathematics Activities	5
3.	Outdoor Activities	5
4.	Science Activities	2
5.	Social Activities	2
6.	Creative Activities	2
7.	Music and Movement Activities	2
8.	Religious Education Activities	1
9.	Life Skill Activities	1
	Total	25

Note: The first three activity areas (Language, Mathematics and out door) are done daily throughout the week. The rest are done at least two times each during the week. The time allocated for each activity area is 30 minutes.

Suggested lesson time allocation

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- evaluate the teaching methods and Je^ning resources in order to adopt relevant* teaching strategies for particular skills.
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- classify learners for further development of skills
- motivate both himself/herself and learner towards improvement
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- contribute towards research
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D: Mathematics

- c) Science
- d) Cognitive
- e) Psychomotor
- f) Socio-emotional
- g) Social and environmental activities
- h) Moral development
- i) Creative activities
- j) Music activities
- k) Life skills

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Relevance
usability
Ability to improvise
Storage and care

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- Helps to sustain children's interest
- Makes learning real

Makes learning enjoyable
Makes the lesson child centred
Developes creativity in children
Reinforces *concepts learnt*
Fosters ability to meet new situation
Builds self-esteem
Enhances social interaction and leadership skills in children

SECTION III

ACTIVITY AREAS

INTRODUCTION

Learning for pre-school children is basically acquired through play activities, it is through these play activities that children enhance various aspects of development which include:
.Physical, cognitive, language, social, moral, spiritual, emotional, cultural and easthetic.

When organizing activities for pre-school children caregivers should ensure that all the three domains of learning are well catered for. These are the cognitive, the affective and psychomotor. It is imperative for caregivers to realize that individual differences should be put into consideration when organizing activities for pre-school children. This is in relation to the age level of children, their abilities, capabilities and potentialities.

This section presents the content of the nine activity areas to be covered at three different age levels (I,II and 111) in early childhood development. It should be noted that the theme being covered should cut across several activity areas. Pre-school teachers are therefore advised to apply thematic integrated teaching and lear ling approach when organizing activities for children.

This section also provides hints for the teacher in relation to the activities children can perform in order to cover specific content. Teachers ai 3 advised not to consider the hints suggested to be exhaustive. They are instead expected to be creative and come up with more activities which can make learning more interesting for children.

It is important for teachers to note that the activities suggested for a specifit content area vary in the level of complexity as we move from one level to another. This aspect is meant to cater for the developmental age levels of children in terms of their abilities and capabilities.

Pre-school children learn best through physical manipulation of concrete materials. Teacher should therefore organize for a conducive learning environment rich in manipulative materials that allow for child-centred activities.

The following nine areas have been covered in this handbook;

Language Activities

Mathematics Activities

Out Door Activities

Science Activities

Social Activities

Creative Activities

Music And Movement Activities

Religious Activities

Christian

Islamic

Hindu

Life Skills Activities

LANGUAGE ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
6. ORAL, ACTIVITIES		
Listening	Encourage children to listen to a variety of sounds and imitate them	•Story books •Charts •Flash cards •Flannel board •Audio-visual aids •Audio aids (radio, cassette player, etc.)
Imitation of sounds	Lead children to news tell	
News telling	Read and tell stories to children	
Sing simple songs	Ask oral questions after listening to stories	
Sing simple songs	Teach simple songs, poems and rhymes	
-singing songs	Perform games and speaking skills	
•Making simple requests	Encourage children to make and respond to simple request by using words as: -Excuse me -Please -Thank you -Sorry -May I	

LANGUAGE ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
d) ORAL ACTIVITIES		
•Listening	Encourage children to listen to a variety of sounds and imitate them	•Story books
•Imitation of sounds	Lead children to news tell	•Charts
•News telling	Read and tell stories to children	•Flash cards
•Storytelling	Ask oral questions after listening to stories	•Flannel board
•Sing simple songs	Teach simple songs, poems and rhymes	•Audio-visual aids
•Singing songs	Perform games and speaking skills	•Audio aids (radio, cassette player, etc.)
•Making simple requests	Encourage children to make and respond to simple request by using words as; -Excuse me -Please -Thank you -Sorry -May I	

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
6. READING READINESS ACTIVITIES <ul style="list-style-type: none"> •Observing pictures and objects •Sorting and matching pictures and objects •Looking at pictures •Picture reading •Naming •Recalling objects •Sorting out colours 	<p>Help children to observe details in pictures and objects.</p> <p>Guide children to sort and match objects</p> <p>Encourage children to handle reading materials properly provide pictures and other reading materials and encourage children to picture read</p> <p>Help children to name items in pictures</p> <p>Help children to play games related to theme (lotto games, fishing games)</p> <p>Lead children to sort and group picture items at random</p> <p>Assist children to identify items of different colours related to the theme</p> <p>Guide children to recall objects within and out of sight</p>	<ul style="list-style-type: none"> •Magazine •Picture books •Photographs •picture cards •Charts •Camera box •Lotto •Picture domino •Fishing game items •Simple pictures puzzle •Items for memory game •Carton television •Story books

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
3.0 WRITING READINESS SKILLS •Scribbling-g •Drawing •Modelling •Coloring Tracing 1	<ul style="list-style-type: none"> • Guide children to scribble freely and make simple lines. • Guide children to use different sizes of writing materials to draw pictures freely • Help children to sort different items • Help children to model items related to the theme • Help children to tear, and stick paper on given surfaces • Help children to colour drawings related to the theme • Help children to do simple tracing using large objects. 	<ul style="list-style-type: none"> •Crayons of different sizes •Charcoal •Chalk •Stone •Sticks •Pencils •Papers •Slates •Brushes •Paints •Containers •Magazines •Newspapers •Glue •Plasticine •Clay •Pictures

JAGE ACTIVITIES

PRE PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
9. ORAL ACTIVITIES		
•Listening	Allow children to listen to different sounds in their environment.	•Fixed and movable equipments
•Storytelling	Children make and imitate sounds. Tell/read stories to children and ask oral question for them to answer (the stories should be related to the theme).	
•Reciting letters of the alphabet	Children to tell stories. Children news tell. Guide children to recite letters of the alphabet (this should be guided by the theme) Guide children to pronounce the letter sounds of the alphabet.	
•Responding simple information	Guide children on making requests and responding requests in acceptable manner	
•Passing simple information	Guide children on passing simple information to the next person.	
•Songs	Teach simple, short and interesting songs and poems for children to sing and recite(they should be related to the theme)	

12. READING READINESS

•Describing pictures and objects	Expose children to various pictures and objects for them to observe and describe. Children to picture read and	•Pictures •Diagrams •Charts •Flash cards
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CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 ORAL ACTIVITIES		
•Recalling	to sort, group and match	•Number cards
•Left-right eye orientation	Engage children in activities which enhance recall such as lost letter, number games or objects within and out of sight Guide children to recite vowels and consonants	•Books •Charts •Flash cards •Coloured objects
•Letters of the alphabets <i>(letter sounds)</i>	Guide children on the p; ^per way of opening pages and movement of eyes from left to right	
•Colours	Engage children in activities which enhance letter sound/ number reading and recognition (for instance letter reading games) guide children on colour recognition (red, yellow, blue; Compose songs, rhymes and poems about colours for children to sign and recite.	
(c) WRITING READINESS		
•Modelling	Engage children in modelling activities to make different objects Draw diagrams and shapes for children to colour Let children draw and paint within boardes Children write patterns using letters of the alphabet	•Paper mache •Clay •Play dough •Soil •Diagram •Paint •Brushes •Flash cards •Pens

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
<ul style="list-style-type: none"> •Threading •Tracing 	<p>Guide children in threading activities to make different objects</p> <p>V Children draw objects/pictures and colour or paint them</p> <p>V Children trace different pictures and diagrams</p> <p>Draw different shapes and objects fir children to copy</p> <p>V Children join dots to form shapes and pictures</p>	<ul style="list-style-type: none"> •Pictures •Strings •Blubt needles •Clay •shapes •Plasticine clay •Play dough •Soil •Papermache

LANGUAGE ACTIVITIES

PRE PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
h) ORAL ACTIVITIES		
•Number writing	<ul style="list-style-type: none"> •Tell stories to children while they actively listen and later ask oral questions ' Children to tell their own stories while listen ' Guide children in identifying the life- skills in the stories. - Teach new short and interesting 	Story books •Pictures •Diagrams
•Putting together	songs, poems and rhymes for children to sing and recite 1. Children to sing own songs and recite own poems (songs and poems should preferably relate to the theme) > Guide children on news telling	•Charts •Picture •Flash •Pictures
•Take away	about past, present and future events using correct tenses • Engage children in activities involving solving of riddles/ puzzles and listening to and repeating tongue twisters »Guide children on dramatizing and role playing activities 2. provide dramatizing costumes to	•Play costumes •materials related to theme •Pictures •Charts •Flash cards •Letter sound charts •Radio cassette

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
•Asking questions	a) Guide children on how to ask questions and make requests	•Story books
•Letter sounds	b) Guide and encourage children to articulate letter-sounds correctly, (letter sounds should preferably be related to the theme being covered)	•Charts •Pictures •Flash cards
•Conversation/stories	c) Encourage children to listen to * conversations or a story and thereafter engage them in discussions on the same	
•Discussions	d) Engage children in verbal discussion on various issues related to the sub-theme	
•Simple prepositions and directions	e) Guide children to learn prepositions such as; 1. on top 2. Under -Below -Over -Front	
(a) READING READINESS ACTIVITIES		
•Colour identification	Expose children to different colours and let them learn about colour names (red, yellow, blue, green, orange, purple) Children to identify different colours Children observe different pictures Engage children in picture reading activities such as interpreting and describing details in pictures Children to write words and	Different coloured objects Flash cards Pictures Picture books Story books Magazines

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 CLASSIFICATION		
•Letter sounds	letter-sounds articulation and formation of syllables g) Guide children and three letter words h) Teach letter sounds in lower case. (Letter sounds and the three letter words formed should be preferably related to the theme being covered)	r) Assorted objects for children to classify s) Magazines
•Grouping and matching	i) Guide children on sorting, grouping and matching assorted objects according to colour, shapes, sizes and use j) Guide children on reading letters/words from left to right.	Books Charts Flash cards Papers mar>ilar Word cards Flash cards Letter sound charts word cards
•Left - right eye orientation	k) Engage children In activities involving word building / formation l) Involve children in games which enhance recognition of letters, letter sound syllables m) Children to form syllables and three-letter words n) Children to read three letter words	Flash cards Letter cards Missing letter puzzles Pictures Puzzles
•Recognition of letters, Sounds and syllables	o) Guide children on how to complete letter, picture and word puzzles p) Involve children in games which enhance recalling common objects/items	
•Recalling objects		

3.0 WRITING READINESS ACTIVITIES

<ul style="list-style-type: none"> •Threading •Scribbling and doodling •Colouring and painting •Pattern writing •Tracing and copying •Modeling •Cutting and pasting letters •Writing own name •Writing three to four letter words 	<ul style="list-style-type: none"> • Guide children in joining with string to form patterns • Children to scribble and doodle using different surfaces • Children to draw pictures and colour or paint them within margins • Draw shapes and pictures for children to colour or paint within margins • Demonstrate how to make patterns using different alphabetical letters • Children to make patterns using letters of the alphabet • Children to trace shapes, letters pictures and diagrams(provide a variety of pictures and diagrams for children to trace) • Children to trace letters of the alphabet • Make different pictures of objects for children to copy • Make dotted shapes and pictures for children to complete by joining dots • Provide adequate modelling material for children to model letters and objects • Provide different paper materials with letters for children to cut and paste letters • Children to cut letters and make patterns • Guide children to write their names • Children write their names • Children to write three to four letter words • Children to write the first letters of the names of family members and domestic animals • Children to trace letters of their own names • Guide children to write their own names and other simple three to four letter words 	<ul style="list-style-type: none"> • Objects for threading • strings • Blunt needles • chalk • Charcoal • Crayons • Papers * Colours • Brushes • Containers • Paint • Papers • Pencils • Crayons • Colours • Chalk • Charcoal • Tracing paper • Pencils • colours • Clay • Playdough * Plasticine • Picture • books • Magazines • Paste and glue • Manila • Scissors • Flash cards • Name cards * Letter charts * Pencils * Papers * crayons
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MATHEMATICS ACTIVITIES
DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
V CLASIFICATION		
Sorting and grouping Matching	Encourage activities that will enhance sorting and grouping, matching and pairing Ensure that materials used in the activities are related to the theme, safe and appropriate Avail variety of play materials	<ul style="list-style-type: none"> •Materials of different sizes, colour and use •Materials related to the theme •Charts •Pictures
Matching and pairing		
j) NUMBERS		
Rote Counting	Lead children in counting songs, counting games and counting poertis Encourage children to count objects in their surroundings from (1-5)	<ul style="list-style-type: none"> •Matrials realted to the theme •Realia (real objects) •Pictures of objects related to the theme •Charts ' •Diagrams
Counting concrete objects	Help children count items related to the theme from (1-5)	
• MEASUREMENT		
•Measuring sides of objects	Guide children to walk on straight lines while counting their stops (short distances) Guide children to use hand span, arm or feet to measure length of objects an short distances	<ul style="list-style-type: none"> •Children's body parts •Containers •Water •Soil •Tables •Cards •Stools
•Heaviness of objects •Daily events/routine	Provide materials for children to compare their heaviness by lifting Encourage children to tell activities they do during the day	<ul style="list-style-type: none"> •Pieces of clothes •Forms •Leaves •Blokes
•Volumes of containers	Allow them to play with toys	<ul style="list-style-type: none"> •Exercise books •Weighing balances

MATHEMATICS ACTIVITIES

PRE PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 CLASSIFICATION		-
<ul style="list-style-type: none"> •Sorting and grouping 	<ul style="list-style-type: none"> • Provide materials for sorting and grouping • Children to sort and group objects according to sizes, colour, shapes, texture, kind and use • Children perform sorting and grouping activities in groups • Assist children as they sort and group objects • Children to play games and sing songs on sorting and grouping <ul style="list-style-type: none"> • Encourage children in activities that will enhance matching of objects • Assist children to match real objects and picture of these objects • Children play and sing songs on matching • Demonstrate matching and pairing of different objects • Encourage children to match and pair objects in groups 	<ul style="list-style-type: none"> •Different types of coloured materials •Bottle tops <ul style="list-style-type: none"> •Seeds •Flowers •Chart •Flash cards <ul style="list-style-type: none"> •Seeds •Different sizes of real material •Flowers •Different size of real •Blocks of wood sticks •Pictures •Plasticine <ul style="list-style-type: none"> •Dough •Picture cards •Cutouts •Stones •Maize cobs •shell •charts •Bottle tops •Assorted seeds
<ul style="list-style-type: none"> •Matching and pairing 	<p>1 ' '</p>	

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 CLASSIFICATION		
• Ordering	<ul style="list-style-type: none"> - Children play and sing songs on matching and pairina • Assist children to order objects according to size from smallest to the biggest using different materials ' Let children stand in rows according to their size ■ Children can model objects and order them according to sizes 	<ul style="list-style-type: none"> •Leaves •Clothes •Shoes •Pencils •Blocks •Bottles •Models •Beads •Lids
•Sequencing	<ul style="list-style-type: none"> ■ Encourage children to do simple sequencing activities. For example sequencing or putting in line white bottle tops followed by red bottle tops to make a pattern 	
2.0 NUMBERS		
•Rote counting	<p>Lead children in counting games, counting songs and counting poems</p> <p>Let children count through actions for example, count as they clap, skip, nod, jump</p> <p>Children should rote count 1-20</p>	<ul style="list-style-type: none"> ■ Jumping ropes •Balls •Plastic bottles •Children's own body parts
•Count concrete objects	<p>Encourage children to count real objects in their environment</p>	<p>'Flash cards with numbers on</p>

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
•Number recognition	<ul style="list-style-type: none"> • Guide children to model numbers 1-9 • Children should count concrete objects 1 -9 • Write all numbers very well (1 -9) Children to sort and group cut out numbers putting ones, twos, etc • Assist children to identify numbers 1-9 using different materials 	them •Charts •Plasticine •Number cut out
•Number sequencing	<ul style="list-style-type: none"> • Let children model numbers 1-9 • Children play simple games on number recognition • Demonstrate number sequencing from 1 to 5 • Ask children to sequence the numbers from 1 to 9 • Assist children as they sequence the numbers. 	•Number cut out •Blocks •Old calendars •Number lines

3.0 WIEASUREMENT

•Measuring sides of objects	Demonstrate measuring sides of objects using body parts and other objects (hands, arms, feet, strides) involve children in measuring length using their body parts Guide children to cover big surfaces with small items	•Books •Pieces of cloth •Blocks •Papers •Leaves •Puzzles •Containers of differents sizes
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CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
Daily events	<p>Children fit simple puzzle cut out</p> <p>Encourage children to tell activities they do during the day</p> <p>Children recite simple poems on daily events</p> <p>Provide materials for children to compare mass (heaviness, lightness)</p>	<p>Tins and cans</p> <p>Packets</p> <p>Weighing balances</p>
Heaviness of objects	<p>Provide containers of different sizes for filling and emptying</p> <p>Ensure some larger containers can be filled with an exact number of small containers</p>	<p>Containers of different sizes</p> <p>Water</p> <p>sand</p> <p>soil</p> <p>Seeds</p>
Filling and emptying	<p>Children use containers of different volume and compare sizes of different containers</p> <p>Allow children to play simple games on capacity</p>	

MATHEMATICS ACTIVITIES
PER-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
.0 CLASSIFICATION		
•Sorting and grouping	Provide materials for sorting and grouping Let children sort and group objects according to colour and siiapes, colour and size, colour and texture, kind and use and sex Children to do activities of sorting and grouping both individually and in groups Children play games about sorting objects related to theme	t)Materials of different colours, size and shapes Seeds of different sizes
•Matching and pairing	Children sing songs on sorting and grouping Show children how to match and pair objects according to different attributes (colour, size, shapes, texture). Children match and pair objects according to kind and use, part and whole, number symbol and number value Demonstrate how to order objects according to size for example smallest to the biggest, biggest to the smallest.	Flowers
•Ordering	Children to play ordering games Children to work in groups or individually Children to model and order their models related to the theme according to size Demonstrate by arranging objects in sequence to make patterns and designs	Realia Charts Flash cards Cut-out shapes Blocks of woods Cut-outs Bottle tops Tins Plasticine Pictures
•Sequencing objects		Seeds Stones Maize cobs Plasticine dough

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
•Puzzles	<ul style="list-style-type: none"> • Guide children to make necklaces following a sequence • Children to work individually or in groups • Assist children to complete different puzzles. 	
2.0 NUMBERS		
<ul style="list-style-type: none"> •Rote counting •Count concrete objects •Number recognition •Nunnber sequence •Number value 	<ul style="list-style-type: none"> • Lead children in counting games, counting songs and counting poems • Children to count through actions,for example, count as they skip, run, jump, sing. stamp, nod or clap • Children rote count 1-50 • Encourage children to count real objects in their environ ment • Children should count concrete objects 1-20 • Ensure numbers are written very well (1-20) • Children to sort and group cut-out numbers putting ones. twos, threes together • Children to fill missing number cards or cut-outs on a master card • Children to model numbers (1-20) • Children play games on number recognition eg fishing game • Children to complete puzzle of number values and symbols • Demonstrate number sequencing from 1-9 • Ask children to sequence the number from 1-9 	<ul style="list-style-type: none"> • Cut-out • Flash cards . • Seeds •Jumping ropes • Own body parts • Charts • Blocks * Old calendar • Cut-outs • Flash cards • Bottle tops • Sticks • Puzzles • Charts

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
<ul style="list-style-type: none"> • Number writing • Putting together • Take away 	<p>» Guide children to match number symbols with corresponding objects</p> <ul style="list-style-type: none"> • Children to cut and stick different sets of pictures and match with the respective number values • Children to arrange objects, models or picture cards by number order. • Demonstrate how to write numerals 1-9 • Ensure you write one number at a time • Assist children to use media to write numerals 1-9 • Ensure children learn the first numeral (1) before going to the next numeral • Children can as well use different materials to trace numerals • Demonstrate how to put together numbers starting from 1 to 9 • Use children to put together for example one boy and one boy make two boys • Children to use different material to put together * Ensure the sum does not exceed a total of 9 • Use real objects introduce take away for example two bottles take away one bottle. You remain with one bottle • Children to take away different objects and count the remaining • Take away should not exceed a set of nine • Children play games and sing songs on taking away 	<p>» Flash cards</p> <ul style="list-style-type: none"> • Cut-out • Flash cards • Charts • Soil • Papers • Carton • Slate • Stick • Pencils • Beans • Pens • Stones • Bottles • Buttons • Plastic container ♦ Children themselves • Blocks • Body parts • Tins and cans

3.0 MEASUREMENT

•Measuring sides of objects

u) Demonstrate measuring the sides of objects using body parts and other parts

v) Provide materials for the children to measure and compare lengths

w) Children to compare the size? of their fingers

x) Provide cut-outs of square shape of the same size

y) Ask children to put the squares on a surface for example books or small tables

z) Ask them to count the number that cover the whole surface

aa) Provide materials eg books, bottle tops, papers, magazines to cover surfaces with, then count

bb) Children can fit puzzles cut-out of different shapes

cc) Provide materials for children to compare mass (heaviness, lightness)

dd) Assist children as they do the comparison

ee) Let children play blind folding games of lifting objects and comparing the *mass*

ff) Encourage children to tell activities they do during the day

gg) Children tell news of what

- Tables
- Books
- Children's body parts
- Sticks
- Rulers
- Pencils

•Surface of objects

- Assorted shapes cut-outs
- books

•Comparing the heaviness of objects

- Tins
- Bottles
- Bottle tops
- Magazines
- News papers pages
- Manila papers
- Packets of different masses
- Weighing balances

•Daily routine

- Charts
- Pictures
- Toy clocks
- Real clock

Filling and emptying

•Space between objects

Provide adequate materials for children to use
Ask children to measure distances between various objects
Let children stand facing one another at a distance of about 8 metres using arbitrary units
Ask some children to measure the distance between the two children using the strides, sticks etc.

- Water
- Containers
- Tins
- Cartons
- Balls
- Sticks
- Children's body parts
- Rulers
- Books
- Pencils

•Compare speed of objects

Let children roll different tins and compare their speed
Children can also race their toy cars, tyres and tell whose is fast or slow
Children can observe people, animals, bicycles or vehicles and discuss their speed

- Toy cars
- Bottle (Plastic)
- Tyres
- Various races
- Domestic animals
- Vehicles
- Bicycles

OUT DOOR ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
•Warm up exercises	• Guide children in warm up exercises to prepare their bodies for physical activities eg breathing exercises, running on the spot.....etc	•None
1.0 Body Movement Without Apparatus •Loco-motor activities •Non-locomotive Activities	• Guide children when performing the specific loco motor activities •Guide the children when performing the specific non-locomotors activities (<i>refer to the syllabus</i>)	•None •None
1.0 Body Movement With Apparatus •Use of apparatus	• Assist children to use both movable and fixed play equipment • Ensure materials used are safe and age appropriate	•Swings •Slides •Tunnels •See-saw •Ropes •Bails •Bean bags •Balance beams
3.0 Games	• Encourage and organise children to participate in simple games (singing games, chasing games).	
4.0 Dances	• Organise and encourage children to take part in dances(cultural dances) • Provide dance costumes • Provide variety of musical instruments	•Costumes •Musical instruments •Tape recorders •Cassettes

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
•Warm up exercises	<ul style="list-style-type: none"> • Guide children in warm up exercises to prepare their bodies for physical activities eg breathing exercises, running on the spot 	<ul style="list-style-type: none"> •Fixed and movable equipments
1.0 Body Movement Without Apparatus <ul style="list-style-type: none"> •Loco-motor activities •Non-locomotive Activities 	<ul style="list-style-type: none"> • Assist the children to perform loco motor activities like Climbing, running etc • Guide the children to performing non-locomotive activities like bending, turning the head, the stretching, etc 	<ul style="list-style-type: none"> •None •None
2.0 BODY MOVEMENT WITH APPARATUS Use of apparatus	Help children to perform basic locomotive and non-locomotive activities with apparatus (ie bean bags, balls) <ul style="list-style-type: none"> • Arrange the apparatus for the activity • Check whether the equipments are safe to be used for the activity. 	<ul style="list-style-type: none"> •Tunnels •Bean bags •Balls •Jumping ropes - •Climbing •frames •Slides •Swings •Sacks •Potatoes •Tyre
3.0 Games Singing games	Encourage and organise children to participate in simple games <ul style="list-style-type: none"> • Arrange interesting games so that children can enjoy them • Identify the songs for games • Ensure the safety of the children while playing these games 	<ul style="list-style-type: none"> •Balls •Swings •Handkerchiefs •Objects for hide and seek games

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
<p>4.0 Dances</p> <ul style="list-style-type: none"> •Dance to music •Dance to rhythm •Instrumental dances 	<ul style="list-style-type: none"> • Encourage children to dance to music. Arrange the musical instruments for this activity • Cultural dances <p>Provide costumes for cultural dances</p> <ul style="list-style-type: none"> • Prepare costumes and make-up for cultural dances • Teach children to dance in rhythm and with instruments. 	<ul style="list-style-type: none"> •Musical instruments like audio tape •Sticks •Tins •Shakers •Costumes •Paints •Colours •Dancing costumes (sisal skirts) •Musical instruments
<p>5.0 Swimming</p>	<ul style="list-style-type: none"> • Encourage children to walk in baby pool • Guide them to use floaters to float • Take care of children when they play ball in the pool • Demonstrate how to float in baby pool <p>1 * Ensure safety and hygiene all The time</p>	<ul style="list-style-type: none"> •Floaters •Balls •Baby pool

OUT-DOOR ACTIVITIES

PRE-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 Body movement without apparatus •Warm up exercises	Guide children in warm up exercises to prepare their bodies for physical activities eg breathing exercises, running on the sport'. Make these activities very interesting	•None
'Loco-motor activities	Bring quick change of exercise so that they enjoy the activity more Guide children to choose their own activities Encourage them to develop their own activities Demonstrate non-locomotor activities	•None
•Non-loco-motor activities	Lead the children to perform these activities Tell children the importance of these activities as related to health Encourage children to develop personal talents and skills Help children to enjoy themselves	
2.0 BODY MOVEMENTS WITH APPARATUS •Body movements with apparatus	Guide children to perform locomotive and non-locomotive activities with apparatus Check the safety of equipments before they are used Provide adequate and suitable apparatus	•Tunnels •Bean bags •Balls •Ropes •Frames •Slides •Swings •Beans

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
3.0 Games	<p>Make the arrangements for different games</p> <p>Choose the equipments for performing games</p> <p>Demonstrate simple games and play with children some games</p> <p>Encourage children to take part in games</p> <p>Collect the songs for singing games in advance</p>	<ul style="list-style-type: none"> •Large and fixed equipment •Tyres •Drums •Balances •Frames •Ladders •Boxes
4.0 Dances Dance to music	<p>Put on the music and allow children to dance freely</p> <p>Choose the appropriate music 'or the dances</p> <p>Take part with them to dance freely</p> <p>Choose the songs and dances locally and culturally relevant to the children</p> <p>Encourage them to collect the songs for outdoor activities</p> <p>Collect the instruments for dances</p> <p>Demonstrate to children how to dance while playing</p>	<ul style="list-style-type: none"> •Musical Instruments
► Dance to rhythm	<p>Select the leader to lead the group</p> <p>Take part with the children in this activity</p>	<ul style="list-style-type: none"> •Instruments
•Instrumental dances		
•Dance to instruction		<ul style="list-style-type: none"> •None
5.0 Swimming •Baby pool	<p>mm) Guide children to swim in the baby pool</p> <p>nn) Demonstrate how to hold breath in water</p> <p>oo) Demonstrate how to use floaters</p>	<ul style="list-style-type: none"> •Floaters •Swimming costumes •Baby pool

SCIENCE ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 Animals and plants •Human body parts	<ul style="list-style-type: none"> • Guide children in naming parts of their body. • Let one child stand in front and others name his/her body parts as another child points at them. (Caution should be taken not to involve many parts). However, children should be able to identify and name such part as head, mouth, legs, hands, eyes, stomach) 	<ul style="list-style-type: none"> •Pictures of human body •pictures of human body parts •Charts •Picture cards of body parts •Children own body • Pictures •Flash cards
©Animals	<ul style="list-style-type: none"> • Children should observe their body parts and those of others. • They should also observe body parts of different domestic animals in their environment. • Avail different pictures of people and domestic animals for children to observe. • Children should touch their external body parts and those of others 	<ul style="list-style-type: none"> •Body parts •Pictures of body parts •Charts •Picture cards of animals •Animals in the environment •Pets
	<ul style="list-style-type: none"> • Assist children in identifying and naming common domestic animals (cow, dog, hen, cat....) • Children to imitate sounds made by domestic animals 	<ul style="list-style-type: none"> •Pictures of domestic animals •Pets •Animals in the neighbourhood
•Plants	<ul style="list-style-type: none"> • Children should observe different plants in their environment • Provide pictures of different plants for them to observe • Guide them to observe and smell non poisonous flowers. 	<ul style="list-style-type: none"> •Grass •Flowring plants •Seedlings •Picture of plants •Charts •Flash cards
•Environment	<ul style="list-style-type: none"> • Children should be exposed to as many objects in their 	<ul style="list-style-type: none"> •Real objects in the environment

	<ul style="list-style-type: none"> • Guide children in naming parts of their body • Let one child stand in front and others name his/her body parts as another child points at them 	<ul style="list-style-type: none"> • Pictures of human body • Pictures of human body parts • Charts • Picture cards of body parts
• Objectives	<ul style="list-style-type: none"> • Children should name certain common objects in their environment such as (cup, bed, chair) • Provide different pictures of common objects in the environment for children to identify and name • Help children to use their senses of sight and smell to identify objects and items which are harmless & non-poisonous 	<ul style="list-style-type: none"> • Real objects in the classroom and environment • Picture of objects known to children
2.0 Classification	<ul style="list-style-type: none"> • Expose children to as many living things in their environment as possible for them to observe and classify 	<ul style="list-style-type: none"> • Real objects crops • Flowering plants • Insects and other small animals
Specimen of animals and plants	<ul style="list-style-type: none"> • Guide children in the collection of assorted living things related to the theme being covered. • Ensure items (specimen) collected are non-poisonous and harmless to the children 	<ul style="list-style-type: none"> • Leaves • Sticks • Flowers • Seedlings • Fruits • Harmless insects
• Sorting and grouping	<ul style="list-style-type: none"> • Assist children in sorting the collected specimen according to colour and size. Such specimen can be (leaves, sticks, fruits, flowers, small harmless animals, stones) 	<ul style="list-style-type: none"> • Leaves • Sticks • Flowers • Seedlings • Fruits • Harmless insects • Seeds
3. Experimentation	<p>Involve children in performing simple experiments involving growth of plants, water and wind</p> <ul style="list-style-type: none"> • Guide children in making 	

•Experimenting with plants	<ul style="list-style-type: none"> • Guide children to plant seeds in soil and observe what happens. • Guide them to plant potted plant and water them • Guide them to put one potted plant in a closed box and observe what happens <ul style="list-style-type: none"> • Guide children to observe the plant grown in the box and the other one in the classroom. 	<ul style="list-style-type: none"> •Soil •Seeds •Containers
•Experimenting with water	<ul style="list-style-type: none"> • Involve children in emptying and filling different containers with water • Children should be assisted in activities involving channelling water and running water on titled surfaces. • Guide children to collect items and put in a basin/container of water to observe those that sink and those that float. • Provide soapy water and straws for creating bubbles 	<ul style="list-style-type: none"> •Water •Containers •Pipes •Banana leaves •Ridges •Soap •Hollow stem •stones •Bottle tops •pieces of wood •Leaves •sticks •Maize cobs
4.0 Field Excursions		
•Field visits	<ul style="list-style-type: none"> • Organize field visits for children in the school compound, farms and markets in the neighbourhood and guide them on what to observe during the field visits (animals, fruits, plants, insects.....) 	<ul style="list-style-type: none"> •Pictures •Charts •Animals •Plants •Insects

SCIENCE ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER / CAREGIVER	SUGGESTED RESOURCES/ MATERIALS
Animals and Plants	qq) Children should observe their own external body parts	* Charts
Use of human body parts	* Assist children to identify various external parts of their bodies (eyes, nose, mouth, legs and hands) ' Involve children in discussion of their external body parts ' Probe children on the use of various parts of their body (eyes, nose, mouth, legs and hands.....) * Compose songs and poenis that depict the use of various parts of the body for children to sing and recite respectively ' During oral activities children can state what a particular part of the body is used for. * Children can point at various external parts of their body and	yy) Diagrams zz) Pictures of people * Picture cards of parts of human body ' Flash cards > Pictures of body parts * Children
Care of human body parts	rr) Encourage children to learn to: ss) Blow their nose with a hand-kerchief tt) Brush their teeth uu) Wash their hands before eating food and after visiting the toilet vv) Wash their face, hands and feet	Handkerchief Watr Soap Brushes used in local environment Tooth past

Domestic animals	<p>Children to observe external body parts of domestic animals</p> <p>Children to identify body parts of domestic animals using pictures</p> <p>Involve children in naming external body parts of domestic animals using pictures</p> <p>Discuss uses of domestic animals</p> <p>Children to sing songs about domestic animals</p>	<p>Charts</p> <p>Pictures</p> <p>Diagrams</p> <p>Flash cards</p> <p>real domestic animals</p>
Plants	<p>Children should observe different kinds of plants in their environment</p> <p>They should identify different parts of a plant (stem, roots, branches, leaves, flowers fruits)</p>	<p>Pictures</p> <p>Diagrams</p> <p>Flash cards</p> <p>Real plants</p> <p>Pictures of parts of a plant</p>
Environment	<p>Children should observe as many objects in their environment as possible (bicycle, utensils, furniture, cars, lorries, play things)</p> <p>Children can be involved in picture reading activities w/hereby pictures of domestic animals, plants, and objects in the environment are identified</p> <p>Involve children in observing, identifying and naming of external parts of living things and objects</p> <p>Involve children in identification activities of various objects in their environment. This can be done</p>	<p>Pictures</p> <p>Real objects</p> <p>Utensils</p> <p>Bicycle</p> <p>Flash card</p> <p>Newspapers</p> <p>magazines</p> <p>Pictures of living things, plants and animals</p> <p>Realia</p> <p>Real objects in the environment (utensils, stationery, vehicles, bicycles, furniture)</p>

CLASSIFICATION

- Assist children in the collection of various items in the environment. The specimen collected should be related to theme.

aaa) Guide children in identifying differences between various specimen
The items should be safe for children to handle

Assorted objects in the environment
Leaves
Stones
Seeds
Flowers
Grass
Papers
Insects
Bottle tops
Fruits
Shoes
Beads
Buttons

'Sorting and grouping

- Guide children in sorting and grouping the items collected according to colour, size and shape,
- Sorting and grouping should be done according to one attribute at a time
- Guide children to sort and group items according to different attributes (colour, size and shape) by using their sight and smell sense organs.
- Guide children to identify objects through the senses of smell, sight and touch.
- Blind fold each child and let them identify objects through the senses of smell and touch.

•Senses

- Children themselves
 - Parts of plants
 - Pictures
 - Different items
- Small insects

EXPERIMENTATION

- Guide children in performing simple experiments involving:
- Growth of plants and animals.
- Caring of animals and plants, water, sound, speed, and mass.

- Different types of food
 - Containers
 - Pets
 - Domestic animals
- Birds

Experimenting with plants

Guide children to germinate seeds in containers with soil and those without soil (only water)
Children should observe seeds that will germinate and those that will not germinate
Children should give their own reasons why some seed germinated and others didn't
Guide children in covering some seedlings and not others and let them observe the results after few days.
Guide children to put some seedlings in a covered box. others in a box with an opening on the side and others in the classroom
Guide them to explain their observation
Let them observe the leaves, flowers and pods
Children to colour pictures using leaves and flowers

Sand soil
Loam soil
Clay soil
Container
Seeds
Water
Black papers

Experimenting with animals

Involve children in activities such as providing different types of food to different domestic animals so as to find out which foods can be eaten by which animals and which food can't be eaten by which animals
Assist children in closing some small animals in air tight containers while others are kept in open containers
Let the children observe what happens after a few days and give their explanations
Children to observe chicks hatching from eggs
Children should observe the empty shells

Balloons
Kites
Pieces of clothes
Cloth line
Trees
Straws
Basin/containers
Soap
Water
Egg

Caring for animals and plants

Demonstrate to children how to care for plants and young animals. Let the children feed caged animals and apply

TlaFiti -----
Water
Containers
Wire mesh

Experimenting with water	<p>‘Guide the children in the activities such as filling and emptying different containers, floating and sinking different objects and channeling water-“Children should identify objects which can float and those which can sink</p>	<ul style="list-style-type: none"> •Water- •Containers- •Various assorted items for floating and sinking
weighing objects	<p>Guide children in weighing different objects on weighing balances to determine heavier and lighter objects by their hands</p> <p>*See saws</p> <p>“Stones</p> <p>“Other objects for lifting</p>	<ul style="list-style-type: none"> •Weighing balances •Packets of soil •Sawdust -Papers
Experimenting with soil	<p>Guide children to observe different types of soil and identify which type of soil is heavier and lighter</p> <p>Guide children in testing which type of soil water passes through it *</p>	<ul style="list-style-type: none"> •Soil of different types •Containers •Water •Funnels

Children can also model with different types of soil and identify which type of soil is heavier and lighter. Children can make various objects of wet and dry soil then compare.

ED EXCURSIONS NATURE WALKS

Children go out of nature walks in the school compound and within the neighborhood.

The nature walks should be well planned and organized such that there is an objective for a specific interest.

During the nature walks, children are free to make their observations of what interests them.

^Pictures

Children should be

Children should go out to avoid

Children should be

Field visits

bbb) Field visits are made to a specific

ccc) place for the purpose of learning
what goes on in that particular
place

ddd) Children should be taken to places

eee) such as (nearby farms, market,
parks, orphanages)

fff) Field visits should be well
organized

and should be theme based

ggg) During both field excursions and
field

visits children should be guided on
what items to be collected and how
to keep them

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SCIENCE ACTIVITIES

PRE-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 ANIMALS AND PLANTS External body parts of animals	<ul style="list-style-type: none"> •Involve children in the observation of various body parts of their body, domestic animals and birds (head, eyes, legs, back....) •Children should discuss details in the external body parts observed- ^Observation of external body parts can be done on either real >1 animals or pictures 	Pictures Animals Children themselves Birds Flashcards
Use of external body parts of human body	<ul style="list-style-type: none"> •Probe children to state the use of various body parts of their bodies- •Let the children identify various body parts and state their respective uses- •Children to observe different pictures depicting people performing various actions and which body parts are in use 	Pictures Flash cards

•Care for body parts	<ul style="list-style-type: none"> •Encourage children to learn to: <ul style="list-style-type: none"> -Blow/ their nose using a handkerchief -Brush their teeth •Wash their hands before eating food and after visiting the toilet •Wash their face, hands and feet •Cover their mouth when coughing or sneezing •Through litter in the pit/dust bin- •Keep their nails short- •Comb their hair 	<ul style="list-style-type: none"> •Handkerchief •Water •Soap •Brushes used in local environment •Tooth past
•Environment	<ul style="list-style-type: none"> •Engage children in the observation of as many different objects in their environment as possible (For example their surface)- •Engage children in the process of identifying and naming different external parts of animals, plants and objects- •Let the children observe and name as many different external parts of animals and plants as possible 	<ul style="list-style-type: none"> •Objects in the environment <ul style="list-style-type: none"> ! 'Pictures ! 'Flash cards j 'Pictures •Drawings •Plants ■ <ul style="list-style-type: none"> 'Pets •Domestic animals in their natural environment •Children themselves
2.0 CLASSIFICATION	<ul style="list-style-type: none"> •Children should be exposed to as many living things and objects in their environment as possible 	<ul style="list-style-type: none"> •Assorted objects in the environment
•Observation	<ul style="list-style-type: none"> •Let the children make close observation of things they are exposed to •Children should observe the living things in their natural habitats 	<ul style="list-style-type: none"> •Assorted objects in the environment •Hiiiiiiiiless insects •Bottles 'Bags'^for tileBpecimen
•Collection of specimens	<ul style="list-style-type: none"> •Guide children in the collection of several living things related to the theme •For example small animals, small plants, fruits, leaves, flowers, small harmless animals 	<ul style="list-style-type: none"> Assorted objects in the environment

•Sorting and grouping specimens

- Guide children to sort and group the collected items according to different attributes such as colour, shape, size and kind
- Guide children to use their sense of sight and smell to sort and group items they have collected

•Assorted pictures and objects

•Use of sense organs

- The teacher should be careful when the children are sorting and grouping using their sense of taste (the substances used should be harmless)
- Colour is a good attribute when using the sense of sight
- Different pitch of sounds can easily be sorted and grouped using the sense of hearing
- The sense of touch can be used to sort and group smooth and rough objects
- The sense of smell can be used to sort and group flowers, soaps
- Guide children to identify various food items and drinks through use of the senses of smell, sight, taste and touch
- Blind fold each child and let them identify objects in their environment through use of senses
- Guide them to squeeze fruit juices, taste and identify each type
- Let them smell and taste while blind folded

- Pictures
- Assorted colours
- Flowers
- Leaves
- Assorted objects which can produce different sound pitches
- Assorted fruits in the local environment
- Food substances
- Children themselves
- Pieces of clothes
- Clean containers

3.0 EXPERIMENTATION

Experimenting with plants

Guide children in the setting of simple experiments involving plants for example planting seeds.

Seeds can be placed in different substances (i.e water, soil) while others are placed in empty containers to see which ones will germinate

Probe children to state why some seeds germinated while others did not.

Cover seedlings and leave others uncovered for a few days and let children observe the seedlings later and give their own explanations for the changes they notice

Let the children place some sides in carton boxes with an opening on one side, other plants in a box open on the top and observe both sets

Let them observe leaves, flowers and pods and make recording, then count them

Let them plant too many seeds in one container and a few in another then compare

Let them plant some plants outside and others indoors then observe both sets

Let children colour pictures using flowers and leaves then identify each

Let them squeeze flowers and leaves to make paint

them mix the various paints and observe colours formed

Soil
Seeds
Containers
Seedlings

Experimenting with animals	<p>Engage children in setting up experiments involving small animals such as insects. For example children can confine insects in glass containers to test their survival. One container can be air-tight while the other one is not but with food (grass)</p> <p>Let the children feed domestic animals and pets</p> <p>Let them observe animals eating then chewing the cud later</p> <p>Let them listen to sounds and identify animals making these sounds</p> <p>Let the children observe hens incubating and chicks hatching</p> <p>Let them observe empty shells and the chicks eating</p>	<p>Containers</p> <p>Insects</p> <p>Plastic</p> <p>Papers</p> <p>Egg shells</p> <p>Pictures</p> <p>Picture cards</p>
Experimenting with water	<p>Engage children in activities which involve water such as channeling, floating, sinking, dissolving, evaporation, filling and emptying and drainage</p>	<p>Containers</p> <p>Water</p>
Experimenting with air	<p>Children should engage in activities which involve blowing, blowing papers, blowing off candles, making propellers, blowing flutes and whistles etc-</p> <p>Children should observe the effect of wind on objects such as trees clothes hanged and papers.</p> <p>Children should blow on their bodies and those of others.</p> <p>Engage children in activities such as flying balloons and kites.</p> <p>Children can use straws to blow into soapy water and make bubbles.</p> <p>Children can feel air by breathing in and out.</p> <p>Let children dry wet pieces of cloth in the open air</p>	<p>Balloons'</p> <p>Kites</p> <p>Papers</p> <p>Strings</p> <p>Candies</p> <p>Sticks</p> <p>Soap</p> <p>Water</p> <p>Containers</p> <p>Straws</p> <p>Glue</p>

Experimenting with light	<p>Probe children to say why there is darkness at night and light during day</p> <p>Expose children to as many sources of light as possible such as the sun, torch, bulb, lamp, candle, moon...</p> <p>Let children switch on light and switch off light either using a torch or bulb</p> <p>Children can reflect light using mirrors</p> <p>Let children observe their images in water and on mirrors-</p> <p>Let children observe their images in water and on mirrors.</p> <p>Children can observe their shadows at different times of the day and notice the shadow changes in size</p>	<p>Torches</p> <p>Match boxes</p> <p>Papers</p> <p>Batteries</p> <p>Mirrors</p> <p>Water</p> <p>Rulers</p> <p>Trees</p> <p>House</p> <p>Sun</p> <p>Children themselves</p>
Experimenting with sound	<p>Engage children to undertake activities which involve production of different pitches of sound</p> <p>Children can strike different kinds of objects and notice the different sounds produced</p> <p>Wires different in thickness can be plucked and the sounds produced noted</p> <p>Children can identify objects which produce high and low pitched sounds</p> <p>Children can also listen to echo sounds. They can also identify different sources of sound</p>	<p>Tins</p> <p>Bottles</p> <p>Strings</p> <p>Musical instruments</p> <p>Hands</p>
Experimenting with speed	<p>Guide children in setting different objects in motion.</p> <p>For example rolling objects.</p> <p>Children should be able to tell slow and faster moving objects.</p> <p>Let the children run and realize each one runs at a different speed</p>	<p>Tins</p> <p>Tyres</p> <p>Rings</p> <p>Rims</p>

<p>Experimenting with force and mass</p>	<p>Children should experience force involving themselves in activities such as pulling, pushing, rolling Children should practice lifting different objects with different mass and decide which is heavier than the other Guide children in weighing objects on a weighing balance Children should identify heavier and lighter objects</p>	<p>Weighing balances See <small>SCMS</small> Stones Assorted objects Lifting using hands</p>
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<p>Experimenting with soil</p>	<p>Guide children in setting simple experiments with soil such as testing ability for different types of soil to pass water, modeling with different types of soil and planting seeds in different types of soil</p>	<p>Soil Containers Water Funnels</p>
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<p>Observations of experiment results</p>	<p>Children should make observations during the experiments and have an opportunity to discuss their findings or results. Guide children in identifying new findings Guide the children to explain their findings</p>	
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<p>4.0 SIMPLE RECORDING</p>	<p>Assist children to make simple recording of their findings during experiments Children's recordings can be in form of; Colouring Drawing Modeling Painting Pasting and sticking Piling items Stacking similar items Making marks after each particular</p>	<p>Clay Pencils Paint Glue Paste Rulers Crayons Colours</p>
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**5.0 ASPECTS OF
WEATHER**
Sun

Guide children to point at the direction of the sun.
Discuss conditions of the environment during sunny day
Children to explain how they feel during sunny days
Discuss types of clothes worn during sunnydays
Discuss vocabulary such as “hot” and “cold” day
Provide pictures depicting the sun
Discuss the shape and colour of the sun
Recite poems and sing songs about the sun

Pictures
Photographs
Charts
Flash cards
Diagrams

Rain

Discuss about rain
Children to observe rain drops
Guide children to collect rain water
Recite poems and sing songs about rain
Discuss the use of rain water
Guide children to channel water
Discuss about clothes worn during rainy days

Wind

Children to feel wind
Children to observe tree branches and leaves move due to wind
Children to fly balloons and kites
Children to blow objects
Hang clothes on cloth-line and let children observe as they move due to wind

Clouds

Let children observe clouds in the sky
Children to name the colour of clouds
Children to sing songs about clouds

Weather chart

Guide children to make a simple weather chart.
Guide children to make simple recordings on a simple weather chart

Papers
Wool
Glue
Crayons
Manila papers
Colours

6.0 FIELD EXCURSIONS AND NATURE WALKS, AND VISITS

Organize nature/walks for children in the school compound and the neighborhood.
During the nature walks children should observe and discuss both living and non living things related to the theme being covered.
Help children learn to observe details of things they observe.
Organize field visits/excursions for children in the nearby farms, markets, hospitals, parks and orphanages
During the field visits, children collect items related to the theme and should be assisted to preserve them.
Conduct follow up activities after each visit.
Children can draw, model, colour, discuss, role play or dramatize observation made

SOCIAL ACTIVITIES

DAY CARE 3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
FAMILY MEMBERS	Through probing questions, guide children to name self, parents, siblings and other people living in the home Discourage the use of nicknames Use pictures, models (realia, where possible) when naming family members and other people living in the home.	Pictures- Charts- Photos- Audio-visual equipment- Colours- Crayons- Papers
OUR HOME Food	Provide a variety of food eaten at home (balanced diet) Organize a visit to the nearest market Childrertrtoidertrti	Fruits- Grains- Vegetables- Meats- Oils and fats- Water- Vitamins^
Utensils used at home	Provide a variety of utensils Assist children to identify types of utensils Children to say the use of different utensils	Plates- Bowls- Pans/skettles- Cups- Pots- Spoons- Forks- Knives- Play- Play dough
Domestic animals	Provide pictures / drawings of domestic animals Children to observe pictures of domestic animals	Cow Donkey Sheep Goat Cat Dog

13.0 1 WORK DONE AT HOME

Work done by family members

- Encourage children to discuss different chores done at home
 - Use pictures showing both father, mother performing different chores in the home
 - Use songs, poems stories and news telling relevant to the theme
- ® Guide children to identify different jobs being done in observed pictures; photos: audio-visual aids
- Guide children to imitate work done at home as observed in the pictures, photos and audio-visual

Pictures



Photos

SOCIAL ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
FAMILY MEMBERS	Through probing questions, guide children to name self, parents, brothers, sisters, extended family members and other people living in the home. Discourage the use of nicknames. Encourage children to use two or three official names of self, parents. Brothers, sisters, extended family members and other people living in the home. Guide children to draw, colour and model family members. Encourage children to sing songs related to the themes.	Pictures Charts Photos Audio-visual Regalia Toys Models Modeling materials Coloured pencils Paintbrushes Pencils Pencils Sticking
OUR HOME Food eaten at home	Provide a variety of foods eaten at home Display pictures / drawing of foods eaten at home Visit a nearby market / supermarket Children to role play cooking Sing songs relating to foods eaten at home	Variety of foods Drawing of food Pictures of foods
Utensils used at home	Provide utensils found at home Provide pictures and drawings of utensils Children to say uses of different utensils	Plates, spoons Forks Bowls Spoon Pictures/drawings Different buildings
Buildings found at	Provide pictures and drawings of different buildings Models of different buildings Guide children to draw, model,	Pictures/drawings- Models of buildings

	Domestic animals	<ul style="list-style-type: none"> • Provide;- Drawings of domestic animals Pictures of domestic animals Models of domestic animals Real domestic animals Guide children in drawing, modelling Sing domestic animals 	Pictures/drawings/ models of domestic animals Real animals
	Furniture used at home	Name furniture found at home Sing songs related to furniture found at home Guide children in drawing and modeling furniture found at home	Colouring material Pencils Modelling materials Paint brushes Pictures Drawings
	Work done by people living in the home	Encourage children to name chores performed by different people (i.e. fathers, mothers, siblings, household help in their homes) <ul style="list-style-type: none"> • Children to sing songs and recite poems about work done by people living in the home 	Pictures Photos Tools used in homes (e.g. hammer saw, jembe) Diagrams
	Tools used at home	Children to identify various tools used in their homes Children to name tools used at home Use songs, poems, stories and newstelling to name various tools in the home Children draw and paint tools used at home	Jembe Hoe Panga Axe Hammer Rake
	OUR NEIGHBOURHOOD My friends	Guide children to sing a friendship song Assist children to talk about their friends Ask children to name their friends Ask children to draw / model their friends	Pictures/photos of friends Story books Crayons/pencils Pieces of paper
	Our	Children to sing songs about their	Pictures of

	<p>Class them in their home</p> <p>Ask children to name their neighbours in class, school and their home</p> <p>Guide children to draw/model their neighbours</p>	
Buildings in our neighbourhood	<ul style="list-style-type: none"> • Guide children to observe buildings in the neighbourhood • Children to talk about the buildings they have observed • Children to draw pictures of the buildings ♦ Guide children to name activities drawn on the chart. 	<p>Crayons</p> <p>Pencils</p> <p>Drawing</p> <p>Paer</p> <p>Picture of buildings</p>
Observe various activities carried out in the neighbourhood	<ul style="list-style-type: none"> • Lead children to talk about the activities going on in the neighbourhood. • Children to sing songs about activities going on in the neighbourhood. • Assist children to colour pictures of people carrying out activities • Assist children to talk about institutions in the neighbourhood using flash cards. 	<p>Wall chart</p> <p>Drawing books</p> <p>Crayons / pencils</p> <p>Sketches</p>
institutions in our neighbourhood	<ul style="list-style-type: none"> • Encourage the children to talk about the activities/work done in institutions in the neighbourhood. • Guide children to draw/model/ the institutions in the neighbourhood Organize visits to a few institutions with children. • Assist children to talk about the institutions visited. • Guide children to identify similar institutions on a wall chart / newspapers cuttings. • Guide children to draw pictures or model their favorite institutions. Assists children to display their work 	<p>Wall chart crayons</p> <p>Pencils</p> <p>Drawing books</p> <p>Plasticine</p> <p>Coloured pencils</p> <p>Flash cards</p> <p>Clay</p> <p>Plasticine/clay</p> <p>Pencils</p> <p>Crayons</p> <p>Drawing books</p> <p>Pieces of paper/flash cards newspaper cuttings</p> <p>Wall chart</p>

<p>OUR COUNTRY</p> <p>Our President</p> <p>National flag</p>	<ul style="list-style-type: none"> • Provide cut out pictures showing the president. ® Children to identify the pictures of the president among other pictures. <p>Provide a sample of the national flag for children to observe.</p> <ul style="list-style-type: none"> • Guide children to identify colours of the national flag. • Draw the national flag for children to colour and paint 	<p>Newspaper cutting</p> <p>Portrait</p> <p>National flag</p> <p>Papers</p> <p>Coloured pencils</p> <p>Crayons</p> <p>Flowers</p> <p>Green leaves</p> <p>Charcoal</p>
<p>National anthem</p>	<ul style="list-style-type: none"> • Sing the first verse of the national anthem • Let the children listen to the first verse of the national anthem. <p>Pronounce difficult words in the verse as children listen.</p> <ul style="list-style-type: none"> • Ask children to sing the first verse of the national anthem 	<p>Tape recorder</p>

SOCIAL ACTIVITIES

PRE- PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
FAMILY MEMBERS OUR HOME	<ul style="list-style-type: none"> ' Probe children to name extended family members and other people living in the home Discourage the use of nicknames ' Encourage children to use official names of extended family members and other people living in the home e.g. (Joseph, Kamau, Amina hassan) Encourage children to draw, colour and model extended family members and other people living in the home (e.g. grand parents, uncles, aunts etc) Children to sing songs related to the theme 	<ul style="list-style-type: none"> Picture Charts Photos Audio-visual Regalia Toys Models Modelling materials Coloured pencils Paintbrushes Pencils Sticking
Food eaten at home	<ul style="list-style-type: none"> ' Provide a variety of foods eaten at home ' Display pictures, drawing models of foods eaten at home ' Guide the children in drawing, foods eaten at home and painting/collaging them ' Model foods eaten at home ' Role play cooking food at home Sing songs related to foods eaten at home 	<ul style="list-style-type: none"> variety of foods eaten at home Drawings/pictures of foods eaten at home
Buildings at home	<ul style="list-style-type: none"> ' Provide pictures/drawings of buildings found at home ' Provide models of different buildings Guide children to draw, model, different types of building at home ' Visit various buildings with children 	<ul style="list-style-type: none"> Pictures of buildings of found at home Clay, play dough Plasticine

	Rooms in our house	<ul style="list-style-type: none"> •Guide the children in identifying and naming various rooms found in a house 	<ul style="list-style-type: none"> •Drawings of a house showing different rooms •Models of house
	Utensils used at home	<ul style="list-style-type: none"> •Children to draw/model utensils Colour drawings of utensils •Ask children to in to sing songs related to utensils Practice using real dammy utensils 	<ul style="list-style-type: none"> •Drawing of utensils- •Pictures of utensils- •Paint- •Painting brushes
	Furniture found at home	<ul style="list-style-type: none"> •Provide pictures, drawings and real furniture used at home •Children to demonstrate using furniture found at home •Children to draw furniture used at home Children to model furniture used at home 	<ul style="list-style-type: none"> •Drawings- •Paint- •Brushes- •Crayons- •Coloured pencils
	Domestic animals	<ul style="list-style-type: none"> •Guide children in naming domestic animals as they appear in;- Picture Drawings •Children to draw paint and colour domestic animals •Ask children to sing songs related to domestic animals •Children to role play different domestic animals 	<ul style="list-style-type: none"> •Paints- •Brushes- •Drawings- •Piotures- •Realia "
	WORKS DONE IN OUR NEIGHBOURHOOD	<ul style="list-style-type: none"> •Discuss work done by different people in the home and in the neighbourhood •Children to sing songs, poems, stories and newstell about different chores done at home and in the environment •Role play different chores done at home and in the neighbourhood 	<ul style="list-style-type: none"> •Pictures •Photos •Audio visual
	Tools used at home and in the	<ul style="list-style-type: none"> •Children to name tools used at home 	<ul style="list-style-type: none"> •Tools used at home Pictures of tools used at

Friends in the neighbourhood	<p>Ask children to name friends in the neighbourhood</p> <p>Children to news tell about friends in the neighbourhood</p> <p>Children to sing songs about friends in the neighbourhood</p> <p>Ask children to draw friends in the neighbourhood</p>	<p>Plasticine</p> <p>Clay</p> <p>Crayons</p> <p>Pieces of paper</p>
Immediate neighbours	<p>Children to observe domestic animals in the neighbourhood</p> <p>Children to discuss domestic animals observed in the neighbourhood</p>	
Wild animals	<p>Organize a visit to animal orphanage</p> <p>Children to discuss wild animals observed at the orphanage</p> <p>Ask children to retell their observations at the animal orphanage</p> <p>Ask children to identify wild animals from the wall-chart</p> <p>Children to sing songs about wild animals-</p> <p>Guide children to draw/trace wild animals</p>	<p>Pictures</p> <p>Wall charts</p> <p>Pieces of paper</p> <p>Pencils</p> <p>Crayons</p> <p>Tracing paper</p>
Institutions in the neighbourhood	<p>Children to name institutions found in the neighbourhood-</p> <p>Organize visits to the institution in the neighbourhood-</p> <p>Children to discuss what they observed at the institutions</p> <p>Children to name the institutions visited-</p> <p>Ask children to name the people found in the institutions visited-</p> <p>Guide children to sing songs about the institution in the neighbourhood</p>	<p>Pictures</p> <p>Pieces of paper</p> <p>Pencils</p> <p>Regalia</p> <p>Picture cuttings</p>

	<p>corners in the classroom-</p> <ul style="list-style-type: none"> •Children to draw/paint or colour people or equipment found in the institutions in the neighbourhood 	
<p>OUR COUNTRY</p> <ul style="list-style-type: none"> •Our President 	<ul style="list-style-type: none"> •Provide cut out pictures showing the president •Allow children to identify me picture of the president/portrait •Let the children name the president •Children to news tell about our president •Children to identify the president from different pictures 	<ul style="list-style-type: none"> •Newspaper cut outs •President portrait •National flag
<ul style="list-style-type: none"> •National flag 	<ul style="list-style-type: none"> •Provide a sample of the r national flag •Identify colours of the national flag •Draw the national flag for children to colour and paint 	<ul style="list-style-type: none"> •National flag •Colours •Papers •Flowers •Crayons

CREATIVE ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 MODELLING	<ul style="list-style-type: none"> • Demonstrate to children;- howto prepare modeling materials and mode! objects- to mode! objects according to theme/ interest 	Sticks- Stone- Wax- Clay- Plasticine- Soil- Dough- j Paper machine- f Sawdust- Soap- Crayons
2.0 PAINTING	<ul style="list-style-type: none"> • Avail adequate materials to be used for painting- • For improvised materials, ensure safety- • Demonstrate to children howto use painting materials- • Let the children paint with guidance 	Paintbrushes- Containers- Brushes- ' Water- Easel board
3.0 PRINTING	<ul style="list-style-type: none"> • Assist children to explore through printing using different materials 	1 Parts of the body- : Paint- Objects of different shapes and sizes
4.0 COLOURING	<ul style="list-style-type: none"> • Provide colouring materials and prepared drawings for colouring- • Give children simple instructions on howto colour using different materials/colours 	Flowers- Pencil- Crayons- Charcoal- Soils- Soft stones- Chalk- Drawn Pictures- Any other locally

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/RESOURCES
5.0 TRACING		
Tracing simple objects	<ul style="list-style-type: none"> •Provide age appropriate materials- •Demonstrate tracing activity- •Engage children in free tracing of objects- 	<ul style="list-style-type: none"> •Maize cobs- •Potatoes- •Plats/fruits- •Coins- •Variety of materials for tracing
6.0 DRAWING Drawing	<ul style="list-style-type: none"> •Provide pictures for children to observe- •Provide materials for drawing- •Ask children to draw freely and colour drawn pictures 	<ul style="list-style-type: none"> •Paint- •Papers- •Pencils■ •Colours- •Crayons- •Brushes- •Water
7.0 PASTING AND STICKING	<ul style="list-style-type: none"> •Paste and stick different materials as children watch- •Encourage children to paste and stick different materials on a surface 	<ul style="list-style-type: none"> •Glue- •Flour paste- •Improv'ised glue
8.0 TEARING Tearing different materials	<ul style="list-style-type: none"> •Provide children with materials to tear •Demonstrate to children how to tear various materials- •Ask children to tear various materials using their bare hands 	<ul style="list-style-type: none"> •Old newspapers- •Pieces of paper- •Cartons- •Manilla- •Old pieces of cloth
9.0 CONSTRUCTION	<ul style="list-style-type: none"> •Assist children in constructing simple models 	<ul style="list-style-type: none"> •Blocks- •Puzzles- •Assorted objects

CREATWActivities

PRE-PRIMARY 1 (4YEARS)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 COLOURING <ul style="list-style-type: none"> •Colouring •Drawing •Drawing and colouring shapes 	<ul style="list-style-type: none"> •Provide colouring materials and prepared drawings for colouring •Give children simple instructions on how to colour using different materials/colors 	<ul style="list-style-type: none"> •Drawings of different shapes, letters and numbers- •Flowers
2.0 TRACING <ul style="list-style-type: none"> •Tracing objects •Colouring and painting 	<ul style="list-style-type: none"> •Provide enough materials for children to trace •Encourage children to colour or paint traced pictures 	<ul style="list-style-type: none"> •Different cut-outs •Paint •Crayons
3.0 MODELLING <ul style="list-style-type: none"> •Modelling objects ; 	<ul style="list-style-type: none"> •Demonstrate to children how to prepare modeling materials and model objects •Encourage children to model objects according to theme/interest 	<ul style="list-style-type: none"> •Clay •Plasticine •Soil •Dough •Paper machine •Sawdust
4.0 PASTING AND STICKING <ul style="list-style-type: none"> •Pasting and sticking 	<ul style="list-style-type: none"> •Encourage children to stick different materials, number cut-outs, shapes and letters on a surface •Assist children to draw pictures of objects, animals or people and then use different materials to paste 	<ul style="list-style-type: none"> •Glue •Flour paste •Tree glue •Sand •Seeds/grains •Old picture books
5.0 TEARING <ul style="list-style-type: none"> •Tearing with instructions •Tearing into pattern •Tearing materials into different sizes 	<ul style="list-style-type: none"> •Demonstrate to children on how to tear various materials •Guide children to fold and tear materials into different sizes using bear hands •Encourage children to display and talk about their patterns 	<ul style="list-style-type: none"> •Picture books •Manila •Old newspapers •Cartons •Old pieces of cloth

6.0 DRAWING Drawing simple objects	•Lead children to draw simple objects as they look	
7.0 PAINTING Painting cut out shapes and objects	•Avail adequate materials to be used for painting •For improvised materials, ensure safety •Demonstrate to the children how to use painting materials •Let the children paint with guidance	•Water •Powder paints •Cut out of shapes and other objects •Paint •Brushes •Easel board •r/-»ntainore
8.0 PRINTING Printing	•Lead children to explore through printing using different materials, bare fingers and hands- •Encourage children to talk about their prints and display work	•Paint •Coins •Banana stalk •Potatoes
9.0 PAPER FOLDING Folding papers- Making patterns	•Demonstrate on how to make paper folding- •Assist children to fold papers of different sizes and thickness to make patterns and objects	•Sugar paper •Crepe paper •Newsprints •Scissors •Pieces of cloth
10.0 THREADING/ SEWING Threading materials to form shapes- Sewing using blunt needles	•Provide age appropriate materials- •Ask children to independently thread through numbers, letters or shapcs- •Allow children to explore in sewing	•Thread •Beads •Sisal fibres •Blunt needles
11.0 ONSTRUCTION Constructing familiar shapes	•Guide children in constructing materials related to the sub-theme •During free choice activities, provide enough materials for children to construct	•Maize cobs •Blocks •Match boxes •Bottle tops •Stones •Sand and soil

CREATIVE ACTIVITIES

PRE-PRIMARY 2

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 TRACING <ul style="list-style-type: none">•Tracing using common objects•Tracing, colouring and painting within margins	<ul style="list-style-type: none">•Provide enough materials for children to trace•Encourage children to trace different items and thereafter colour or paint within the margins•Allow children to trace patterns, and pictures	<ul style="list-style-type: none">•Pattern cards•Tracing papers•Crayons•Paints•Cut-out of different objects
2.0 COLOURING <ul style="list-style-type: none">•Drawing and colouring	<ul style="list-style-type: none">•Provide colouring materials•Encourage children to draw, colour and name their pictures-•Children should be encouraged to appreciate their work	<ul style="list-style-type: none">•Crayons•Drawings of different pictures
3.0 CUTTING <ul style="list-style-type: none">•Cutting papers•To make shapes, letters and patterns	<ul style="list-style-type: none">•Provide colouring materials•Demonstrate ways of cutting different types of materials to produce shapes, letters and patterns•Guide children on safe use of cutting tools•Let children talk about their work and display	<ul style="list-style-type: none">•Pair of scissors with blunt tip•Picture magazines
4.0 TEARING <ul style="list-style-type: none">•Tearing materials to make patters	<ul style="list-style-type: none">•Demonstrate to children on how to make patterns by tearing-•Guide children to fold and tear materials into different sizes using, bear hands•Display children's patterns	<ul style="list-style-type: none">•Picture books•Old newspapers•Old pieces of cloth•Cartons
6.0 MODELLING	<ul style="list-style-type: none">•Provide modeling materials•Encourage children to model objects, animals, number objects and people according to theme/interest•Display the modeled items and encourage discussion	<ul style="list-style-type: none">•Plasticine•Dough•Paper mache•Sawdust•Clay

[illegible]

10.0 CRAYON ETCHING	<ul style="list-style-type: none"> • Provide colouring materials • Guide children to draw different pictures, shapes, letter and numbers on coloured paper using crayons » Encourage children to explore on coloured surfaces by etching different pictures 	Manila paper Cartons Wax crayons Paper
11.0 TREADING	Provide threading materials <ul style="list-style-type: none"> • Encourage children to come up with different designs and patterns as they thread • Allow/ creativity in the threading • Discourage children from playing with sharp objects 	<ul style="list-style-type: none"> • Shoe lace • Blunt needles • Threads • Seeds • Beads
12.0 CONSTRUCTION	<ul style="list-style-type: none"> • Guide children to construct materials related to sub-theme • Encourage children to creatively construct different objects • Ensure safety during the activities 	<ul style="list-style-type: none"> • Blocks of wood • Match boxes • Stones • Bottles tops • Sticks • Grass • Paper
13.0 WEAVING Weaving a pattern	<ul style="list-style-type: none"> • Provide weaving materials and demonstrate weaving • simple patterns • Guide children to weave different patterns 	<ul style="list-style-type: none"> • Grass • Banana fibres • Paper • Sisal fibres
14.0 SEWING Sewing clothes and papers	<ul style="list-style-type: none"> • Provide different materials for sewing • Children to sew freely different items • Display children's work 	<ul style="list-style-type: none"> • Pieces of carton • Yarn • Sharpened sticks
15.0 PAPER FOLDING	<ul style="list-style-type: none"> • Provide enough materials for children to fold • Children to fold papers along drawn lines • Guide children to freely fold papers, cut and produce patterns • Encourage children to fold 	<ul style="list-style-type: none"> • Sugar paper • Crepe paper • Newsprints • Scissors • Pieces of cloth

16.0 COLLAGE	<ul style="list-style-type: none"> • Encourage children to bring materials for collage to school ® Encourage children to individually come up with different sketches for sticking on • Story tell to the children • Let children work in groups 	Seeds Glue Story books
19.0 MOSAIC Sticking same type of materials on drawn outline Decorating pictures frame with the same type of materials	<ul style="list-style-type: none"> • Encourage children to bring materials for mosaic to school • Prepare specific materials and picture outline for sticking • Guide children to make picture frame 	Egg shells Glue Frames

MUSIC AND MOVEMENT ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 LISTENING Pillars of Iman	<ul style="list-style-type: none"> • Expose children to a variety of musical sounds in the environment • Children imitate sounds they have listened to • Invite a guest singer/ performing troupes/guitarisV local instrument player to perform to children • Allow children to identify different sources of sounds • Teacher to avail different sources of musical sounds • Encourage children to make their own simple musical sounds 	<ul style="list-style-type: none"> • Audio-visual aids • Musical instruments • Audio aids • Items that can produce sound
2.0 SINGING Singing songs Recite poems Learning simple short songs Singing songs for specific occasions	<ul style="list-style-type: none"> • Guide children to sing local children's songs « Recite poems as children repeat • Compose simple short (interesting) songs for children to learn • Teach children simple short related songs (game songs, lullabies, birthday, local songs) <ul style="list-style-type: none"> • Try to have local songs 	<ul style="list-style-type: none"> • Songs • Poems' • Rhymes

**3.0 DANCING/
MOVEMENT**
Making body movements

- Demonstrate body movements
- Children make simple body movement e.g nodding, swinging hands, clapping, foot stamping
- Guide children to perform traditional dances
- ' Allow the children to observe local traditional dances.

Dancing costumes
Musical instruments

4.0 MAKING RHYTHMS

Simple rhythm

- Clap to rhythm for children to dance
- Guide children to dance to rhythm
- ' Encourage children to dance according to the rhythm of the hand clap/ foot stamping/whistling
- Encourage children to use objects in classroom

Sticks
Bottles
Drums
Metal

**5.0 PLAYING MUSICAL
INSTRUMENTS**

Provide a variety of materials which children can use as percussions to create rhythms
Guide children to chant in rhythm
Guide children to create rhythm using different shakers
Expose children to simple musical instruments and allow them to manipulate/ play with them freely

Assorted musical instruments
Drums
Shakers
Rings
Flutes
Organs
Bottles
Metal rods

MUSIC AND MOVEMENT ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 LISTENING <ul style="list-style-type: none"> • Listening to sounds • imitating sounds • identifying different sounds • Listening to music • Making sounds 	<ul style="list-style-type: none"> • Expose children to a variety of musical sounds • Allow children to imitate sounds they have heard in the environment • Let children identify different sounds in the environment their sources • Let children listen to invited guest singer, performing troupes and musical instruments <ul style="list-style-type: none"> • Avail recorded music and songs for the children to listen to • Allow children to make their own simple musical sounds, then specific musical sounds <ul style="list-style-type: none"> • produce simple instruments to accompany singing and make use of whatever else is available. 	Local musical instruments like <ul style="list-style-type: none"> - shakers - <i>Wandindi</i> - Sticks - metal bars - Bottle tops - Thread - Cassettes Cds · Tape recorders

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
2.0 SINGING <ul style="list-style-type: none"> • Singing songs related to theme • Singing traditional songs • Composing songs related to theme <p>Singing songs related to theme</p> <p>Composing and singing own songs</p>	<p>Lead children to sing local children's songs</p> <p>Sing a song bit by bit and children repeat</p> <p>Recite a poem and let children repeat</p> <p>Guide children to song simple, short traditional song and common songs, children songs</p> <p>Compose short simple and interesting songs for children to learn according to theme</p> <p>Teach songs and rhymes according to theme and let children sing for enjoyment.</p> <p>Assist children to compose and sing own songs related to theme</p>	<p>Songs</p> <p>poems</p> <p>Rhymes</p> <p>Shakers</p> <p>Tape recorders</p> <p>Harmonics</p> <p>Rings</p> <p>Bottles</p> <p>Flutes</p> <p>Pianos</p> <p>Drums</p> <p>Kayamba</p>
3.0 DANCING AND MOVEMENT <ul style="list-style-type: none"> • Making body movements <p>Dancing</p> <p>Traditional dances</p> <ul style="list-style-type: none"> • Dancing following rhythms 	<p>Demonstrate to the children body movements by making slow and fast movements such as nodding, clapping, foot stamping, swinging.</p> <p>Allow children to participate in the body movement and dance freely.</p> <p>Guide children to dance (teachers/children's choice)</p> <p>Let children practice different traditional dances</p> <p>Let children dance to the rhythm of objects played differently in turns</p> <p>Allow children to make independent movements as a song is sang or played</p> <p>Children to observe traditional dances</p>	<ul style="list-style-type: none"> • Sticks • Drums • Woodefi blocks • Shakers • Guitars • Costumes • Relevant musical instruments

CONTENT

4.0 MAKING RHYTHMS

Making rhythms with body parts

Making rhythms with objects

5.0 PLAYING MUSICAL INSTRUMENTS

Singing with an accompaniment

Chanting and playing musical instruments

HINTS FOR THE TEACHER/CAREGIVER

- Demonstrate rhythm to the children
- Clap to rhythm for the children to dance
- Encourage children to dance according to rhythm of different body parts like the stamping of feet, clapping of hands, whistling and thumb snapping
- Teacher to make rhythms using simple objects as children listen
- Let children make simple rhythms with objects
- Encourage children to make movements according to the rhythm they are making like ta-ta-ta-ta- thus sound and movement

Provide different materials which can be used by the children as percussions to create rhythms

Guide the children to chant in rhythm

Allow children to create their rhythm using different shakers, percussion and other materials

Guide children to combine a particular rhythm and musical instrument

Demonstrate to the children how to tap, shake objects to make rhythm

Let children participate in tapping, shaking different rhythms

SUGGESTED MATERIALS/RESOURCES

Body Parts, hands, head, feet, mouth, fingers, tongue

Drums, shakers, sticks, blocks, tables, chairs, desks, shoes, jingles

MUSIC AND MOVEMENT ACTIVITIES

PRE-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 LISTENING <ul style="list-style-type: none"> Listening to sounds in the environment 	Avail a variety of musical sounds for the children to listen to Expose children to sounds in the environment by asking them questions to make them pay attention to their surroundings	Audio visual aids Different musical instruments Audio aids The child's voice
imitating sounds in the environment	Guide children in listening and imitating sounds in the environment Encourage children to practice imitation of sounds	
Identifying sounds in the environment	Assist children to identify different sounds in the environment Assist children to name sources of different sounds Avail different sources of music	
Listening to musical instruments	Guide children to listen to music played by invited guests and other sources Lead children to make specific sounds to communicate Let the children	
Using sounds to communicate	communicate using sounds Allow each child to take part	

2.0 SINGING

Traditional songs
Songs for different occasions

New songs

Encourage children to sing local children's songs and recite poems and rhymes.
Guide children to sing short and simple traditional songs
Let children sing children relate songs, other songs and relate them to traditions
Assist children to learn new songs related to the surrounding
Teach children new simple, Interesting songs
Assist children to compose own songs.

Audio aids
Musical instruments
Audio visual aids
Other sources of music
The child's voice

3.0 DANCING AND MOVEMENT

Guide the children to move according to music by clapping, nodding, foot stamping and others
Allow children to make simple body movement in both slow and fast speed
Demonstrate some traditional dances with accompaniment
Encourage children to participate in different traditional dances
Allow free movements to the song
Create own dances, simple enough for children to follow
Dance to know traditional songs

Dancing costumes
Realia
Musical instruments
Drawings

4.0 MAKING RHYTHMS

Help children to dance to rhythm
Guide children to make simple rhythms using a combination of body parts movement and objects
Let children make rhythms using objects in the classroom
Lead children to play simple combined rhythms using body arts as they dance
Allow children to make combine rhythms using simple musical instruments like drums and shakers

Body parts like hands, head, feet, thumb, fingers
Musical instruments
Objects in the classroom like tables, desks, chairs

5.0 PLAYING MUSICAL INSTRUMENTS

Demonstrate to children how to sing using combination of musical instruments
Allow children to chant as they play musical instruments
Let children tap and shake classroom objects
Encourage children to use musical instruments and costumes
Children to dance as they play a particular instrument wearing costumes
Guide children in identifying and naming different musical instruments

Musical instruments like drum, sticks, whistle, shakers among many others

CONTENT

1.0 GOD

- Name of God

Picture of Jesus

Songs about God

HINTS FOR THE TEACHER/CAREGIVER

Use probing questions to find out how much children know about God

Lead children to mention the name of God used locally.

Point out to children that they should reveal the name of God.

Avail to children, books, magazines, Bible, storybooks and portraits having the picture of Jesus for them to see.

Discuss the pictures with the children

Teach children simple songs in praise of God.

Compose simple songs for children in praise of God.

SUGGESTED MATERIALS/RESOURCES

Make use of things within the environment

Use pictures of family members (for children to name)

Books, magazines, picture of Jesus

Bible story books for children (Showing picture of Jesus)

Portrait of Jesus

Songs children already know

Simple teacher composed songs of praise

CONTENT

2.0 CREATION

HINTS FOR THE TEACHER/CAREGIVER

Read to children simple short
Bible stories of creation
Guide children in picture
reading Bible story books on
creation

Organize for environmental
trips for children to observe
God's creation

*Lead children to admire God's
creation* (the sky, landscape,
plants, flowers, birds and
animals)

Let children observe eat plants,
animals and birds

Collect beautiful flowers,
feathers of birds to play with
Avail pictures of birds, plants
and animals for children to
picture read

Let children name plants, birds
and animals they know

Add to their vocabulary the
names they do not know
(remember it should be age
appropriate)

Let children listen to sounds of
birds *(as they sing whistle)*

and animals

Demonstrate for children to
imitate different sounds of
animals and birds *(especially*

when they communicate with

their young ones) or in danger

Let children play the
“pretending play” of the
animals and birds as they
imitate their sounds *(humming)*

SUGGESTED MATERIALS/RESOURCES

Bible story books
Bible picture books

The immediate environment
Pictures, photographs of
God's creation
Books, magazines, charts

Pictures of birds, animals
and plants

Animals, birds in the
environment
Visual and audio visual aids
Audio aids

Mask depicting animals and
birds

3.0 PRAYER

- Imitating simple prayers
- Praying postures

Teach children a simple prayer
Encourage children to imitate simple prayers of memory
Allow children to say simple prayers
Let individual children lead in saying prayers
Tell simple short stories from the Bible of people who prayed God
Demonstrate to children basic postures used in prayers (closing eyes, and kneeling)

Pictures of people praying

Pictures of people who prayed in the Bible
(Jesus and others)

Pictures of people praying while in different postures

4.0 PLACES OF WORSHIP

Church

Organize for a visit to a church in the environment
Show children pictures of church/churches
Encourage children to mention the local name of church (for example, 'kanisa')

Lead children to name churches they attend/parents attend or that they know of
Show children a picture of Jesus in a place of worship
Let children sort the picture of Jesus from other people in a place of worship.

Real church buildings
Pictures of churches

> Picture of churches

' Flash cards

' Charts with church drawings

' Pictures of Jesus in the temple (from the Bible)

• Picture of Jesus in the church

• Picture of Jesus that is known in the house

CHRISTIAN RELIGIOUS EDUCATION ACTIVITIES

PER-PRIMARY1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 GOD	<p>Revise with children what was done at lower level about God</p> <p>Use probing questions to gather more from children on what they know about God</p> <p>Organize for more sorting activities using pictures of Jesus</p> <p><i>Lead children to recit. poems about God</i> (poems should be simple of God or his wonders)</p> <p>Let children sing songs that they know in praise of God</p> <p>Teach children new songs of praise</p> <p>Lead children to say thanksgiving prayers to God for;</p> <ul style="list-style-type: none"> - His care for them - Mercies and protection - Provision for those they live with and for other needs <p>Tell children stories of people who were thankful to God</p> <p>Tell children stories of people who were thankful to God</p> <p>Tell children stories of what happened (bad omen) to people who are not thankful</p> <p>Provide children with a variety of pictures of Jesus</p>	<p>Assorted pictures</p> <p>Charts</p> <p>Audio/audio visual aids</p> <p>News songs</p> <p>Picture of people praising God</p> <p>Pictures for people in -thanksgiving prayer</p> <p>Draw pictures of Jesus</p> <p>Pictures books with uncoloured pictures of Jesus</p> <p>Paints, brushes crayons coloured pencils</p> <p>Improvised materials for colouring</p>

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
2.0 CREATION	<p>Organize for more stories on creation (use of flannel graph would be effective)</p> <p>Read to children stories of creation from the Bible</p> <p>Organize walks for children to observe hence talk about things created by God</p> <p>Provide materials for children to draw pictures from the stories they have heard</p> <p>Provide children with already drawn pictures for them to colour</p> <p>Assist them on how to colour (plants, flowers, birds and animals)</p> <p>Guide children in cutting and pasting pictures of birds animals and plants to make picture books</p> <p>Provide for materials, old magazine and papers (children should be allowed to bring others)</p> <p>Teach children new songs related to creation (composed songs would be more interesting) ■</p> <p>Say poems on creation for children to recite.</p>	<p>S t o</p> <p>Immediate environment</p> <p>Drawn pictures Materials for drawing and colouring</p> <p>Scissors magazines and papers Glue and surfaces for pasting</p> <p>Collected and composed songs</p> <p>Bible Bible story books Pictures of people praying</p>
3.0 PRAYER	<p>Pray with children at the start of a lesson (let prayer be as practical as possible)</p> <p>Create opportunities where individual children lead prayers</p> <p>Say a simple prayer verse by verse for children lead prayers</p>	<p>Pictures of people praying</p>
• Prayer		

4.0 PLACES OF WORSHIP

The symbol of the place of worship

- Discuss with children about places of worship
- Ask children to news tell about the places of worship they visit
- Plan for real visit to places of worship in the surrounding
 - » Read to children stories in the Bible where people offered sacrifices to God
 - » Let children talk about how they give offerings
- Read to children stories of Jesus in the temple (when he was a small boy while teaching)
- Encourage children to talk of their experiences in place; of worship
 - » Introduce to children the cross
- Let children draw, trace, paint and colour the cross.
- Show children pictures of places of worship with a cross

Puppets
story books
Flannel graph

Pictures
Charts

5.0 PRAYER

- Simple Christian rituals

- Lead children to discuss or news tell of some of the things they do in churches (offering, attending baptismal service)
- Demonstrate to the children various praying postures (let it be free choice of postures)
 - ® Let children talk of cleanliness while visiting places of worship
 - » Conduct a cleaning activity in classroom
- Prayers before meals, after waking up, when going to sleep

Pictures of people offering
Bible

Picture of Jesus praying
Pictures of people praying in different postures
items for cleaning

6.0 SCRIPTURES

■ The Bible

Songs about the Bible

• Stories from the Bible

Role play Bible stories

Coloring Bible story pictures

Read Bible verses and stories of God talking to people (like Adam, Abraham, Noah)

Introduce the Bible to children as the written word of God

Teach songs about the Bible

(for example "read your Bible, pray every day")

teacher to

use any other relevant

Read children Bible stories

(pertaining to topic/themes taught) and let them recite or answer questions after the story)

Guide children to role play

Bible stories pertaining to children (for example Matt 19: 13-15 and John 6:1-6)

Guide children to trace and colour Bible story pictures

Bible

Bible

Hand puppets

Flannel graph

Materials for role play

Drawing/painting and colouring materials

CHRISTIAN RELIGIOUS ACTIVITIES

PER-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 GOD • God's greatness	<ul style="list-style-type: none">• Discuss God's greatness• Tell stories about God• Provide pictures on God's creation which manifest his greatness	
• Attributes of God	<ul style="list-style-type: none">• Encourage children to demonstrate kindness to the needy• Discuss the importance of showing love to God's creation• Discuss how God protects his creation• Encourage children to demonstrate/show mercy to those who deserve	

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
2.0 CREATION • Self, parents, friends as God's creation	Read a story from the Bible on Adam and Eve's creation Discuss with children that all people were created by God Talk with children of people close to them (self, parents and friends) as being created by God Teach children more poems on God's creation (poems should be in appreciation of God's creation) Teach children new song of praise	Bible Bible stories Picture of family members Pictures depicting words of poem
Poems on thanksgiving to God	Let children sing songs of praise to God (if recorded and played back, they become more interesting)	Accompaniments
Song of praise	Read to the children the story of God's creation (for example, on the universe, animals, plants and the garden of Eden)	Bible Audio visual aids Audio aids
Bible stories on creation	Encourage children to bring materials (magazines, old papers and others) for cutting and pasting pictures of nature	Magazines Newspapers Cards

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
<ul style="list-style-type: none"> • 3.0 PRAYER • Types of prayers * Postures during prayers • Bible stories of people who prayed * Picture read pictures of people praying 	<ul style="list-style-type: none"> • Lead children to say different types of prayers (thanksgiving, praying for the needy, introduce Lord's prayer) • Demonstrate prayer postures for pupils to copy (closing eyes, bowing, folding hands and kneeling) • Read Bible stories of people who prayed (Daniel, Jonah, Jesus and others) " • Let children role play people in the Bible who prayed • Tell/read stories to child in and let them answer questions about the pictures of people praying • Avail story books for children to picture and read on their own 	<ul style="list-style-type: none"> • Bible • Story books • Bible • Audio visual aids • Picture books
<p>4.0 PLACES OF WORSHIP</p> <ul style="list-style-type: none"> • Stories on places of worship • Stories of Jesus visit to the temple 	<ul style="list-style-type: none"> • Let children new tell of their experiences in places^f worship • Organize for visits to churches in the surrounding • Guide children to role play Christian rituals familiar to them • Children to talk about their own experiences in Christian rituals • Read to children the story of Jesus in the temple from the Bible. (Other stories could be: Jesus dispersing people who traded in temple) Tell children the story of Jesus when he was a small boy and how he visited the temple <ul style="list-style-type: none"> • Discuss with children^ the 	<ul style="list-style-type: none"> • Pictures of places of worship • Charts • Cards • Pictures • Flannel graph • Pictures • Charts • Pictures of people in place of worship

CONTENT

HINTS FOR THE TEACHER/CAREGIVER

Importance of going to church

SUGGESTED MATERIALS/RESOURCES

5.0 RITUALS

- Christmas rituals

- Different types of prayers

- Cleanliness

' Discuss with children on rituals they know (for example, baptism, special prayers, postures during prayer)

' Allow children to relate their own experiences

■ Let children tell of different needs for prayer

■ Lead children to say prayers for:

- preparation to eat meals
- thanksgiving as they wake up
- requests for needs from God

► Discuss the importance of cleanliness for people, children as they visit places of worship

- Let children observe cleanliness in their environment

"Pictures

- > Charts
- > Story

'Cleaning materials

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
6.0 LISTENING	Teach children more songs about the Bible Let them memorize short verses from the Bible Guide children in playing games that enhance memory verses	Bible
Bible stories	Read to children more stories from the Bible (on good deeds by Jesus) Demonstrate to children on good ways to handle the Bible Allow children to handle and turn pages of the Bible(ensure their cleanliness of hands) Do with activities to demonstrate the care of the Bible (it is a holy book) -how to hold it -cover it -keep it safe -not to tear it	
Handling the Bible		
7.0 CHRISTIAN RELIGIOUS FESTIVALS Christmas Easter	Encourage children to talk of Christian festivals Tell the story of Christ's birth Discuss with children on what happens during Easter(death, burial, memories of resurrection of Christ)	Pictures of people celebrating Pictures of Jesus parents and baby Jesus Pictures of people
8.0 CHRISTIAN RELIGIOUS CEREMONIES Baptism Easter	Show children pictures of people being baptised Guide children to narrate experiences they have on baptismal ceremonies	Pictures of other people being baptised Picture of Jesus being baptised
9.0 PROPHETS Stories of major prophets	Read/tell bible storie of major prophets and what they did (Abraham, Moses, Noah, Daniel, Elijah)	Bible Bible story books Pictures of prophets

ISLAMIC RELIGIOUS EDUCATION

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 QURANIC ALPHABET • Pillars of Islam • Fardh prayers -	<ul style="list-style-type: none">• Provide children with materials to use• Assist children to recognise Quranic-alphabet by providing charts with the alphabets• Children can sort and group cut-out alphabets• Children can model the alphabets• Assist children to trace Quranic alphabet using different materials• Hold children's hand as they trace the alphabet• Recite the alphabets as children repeat after you• Give children chance to recite the alphabet individually and in groups• Ensure proper pronunciation of the alphabets• Children to listen to recorded recitation of the alphabet	<ul style="list-style-type: none">• Papers• Cahrts• Plasticine • Cut-outs• Pencils• Crayons • Cassettes• Charts

2.0 PILLARS OF ISLAM

- Pillars of Islam

Fardh prayers

- Children to recite poems on the five pillars
- Read the pillars for them one by one as they hear and repeat
- Children to recite the pillars after the teacher
- Children can then be grouped and asked to say the pillars together
- Teach children poems on the five pillars
- Children recite the poem in groups and individually
- Demonstrate how fardh

Cut-outs

• **pn^qseia lol' sbQ**

Charts
Hoiy

3.0 ALLAH

Allah

Shahada

- Demonstrate how to pronounce the word "Allah"
- Guide children to recite the word "Allah" properly in groups and individually
- Help children to pronounce shahada word by word as children listen
- Children to read the shahada

Charts
Cassettes
Holy

4.0 ISLAMIC ETIQUETTE

- Islamic greetings

Dua for sleeping and
waking up

Sleeping postures

Discuss the Islamic greetings
“Asalamu Aleykum”

Let children greet each other
using the Islamic greetings

Children to recite the dua for
sleeping and waking up

Let them practise in pairs,
groups and individually as with
assistance

Demonstrate sleeping posture

Children to demonstrate the
correct postures one by one

Allow children to watch video
cassettes on the Islamic
etiquette

Charts

Any relevant books
for dua

Posters

Pictures

Cassettes

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

[illegible]

3.0 KAMILA Kamila	Recite the kamila as children listen Children to recite the kamila Ensure that they memorize the kamila Play radio cassette for children to listen to the kamila	Cassette Audio-visual aids
4.0 ISLAMIC ETIQUETTE Mosque manners Eating habits Toilet habits	Encourage children to observe silence in the mosque Guide children on the manners of entering the mosque (i.e entering with right leg and left leg when leaving) Discuss Duas for entering and leaving the mosque Discuss howto behave when eating food (eg using right hand; Bismillah Show children which hand to use during toileting use Discuss with the children what they should do after visiting the toilet	Picture Photograph Containers

ISLAMIC RELIGIOUS EDUCATION ACTIVITIES

PRE-PRIMARY 2 (5 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 QURAN Surah Al-Nas Al-Falaq Al-Iklas Al-Nasri Al-Kafirun Al-Kauthar	Teach Surah, Al-Nas, Al-Faiaq, Ai-Iklas, Al-Nasri, Al-Kaf run, Al-Kauthar Play radio cassette in order for the children to get the proper pronunciation Play video cassette for the children	Quran Audio aid Audio-visual aid Charts
2.0 PILLARS OF ISLAM Adan and Iqamah	Recite the Adhnan and the Iqamah Children to listen to Adh, lan and Iqamah Take children for a visit to the mosque to listen to the Iqamah Let children recite the Adhar and Iqamah	Posters Photographs Audio-Visual Aid
Qibla Swalat	Show the children the direction for the Qibla Ask children where they face when praying	Drawings Water Mats
Postures	Demonstrate correct postures of Swalat Children to practice postures of Salat	

3.0 PILLARS OF IMAN

Pillars of Iman

Children to recite six pillars of Iman one by one
Children to mention the pillars individually and in groups
Children to listen to radio cassette
Ask children to arrange cards on pillars of Iman in sequence

Charts
Flash cards
Cassette

4.0 PROPHET

JVIOHAMED (SAW)

Birth of the prophet
Family members of the prophet
Family tree of the prophet

Narrate the birth of the prophet through the use of different materials.
Discuss the family members of the prophet.
Draw the family tree of the prophet
Ask children questions on the family members of the prophet and the family tree
Children should listen to recitation of the family tree of the prophet

Charts
Cards
Audio visual Aid

5.0 ISLAMIC ETIQUETTE

Mashaallah
Jazakallah
Alhamdulillah
Shukran
Bismillahi
Inshaallah

Discuss when and how Islamic phrases are used
Ask children what they say when their parents give them a present
Access the phrase they use when talking about the future
Help children to perform simple drama using the Islamic phrases commonly used.
Children can be put into pairs or groups and practice to use these phrases
Discuss occasion when different phrases are used

Charts
Posters
Audio aid
Audio- visual aid
Photographs
Pictures

HINDU RELIGIOUS EDUCATION ACTIVITIES

DAY CARE (3 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 PARAMATMA	<p>Show the real murties of Brahma, Vishnu, Ambaji, Mahesh</p> <p>Help the child to identify the different mutries of gods</p> <p>Encourage children to point out the pictures of gogs</p> <p>Assist children to pronounce the names of gods</p> <p>Tell the interesting stories related to Brahma, Vishnu, Mahesh and Ambaji</p>	<p>Deities of gods</p> <p>Pictures of Brhnma, Vishnu, Mehesh, Ambaji</p>
2.0 SCRIPTURES/ RAMAYAN <ul style="list-style-type: none">Name the holy book	<p>Show the holy book of Ramayana</p> <p>Tell children the name of holy book. Let the children repeat the name holy book.</p> <p>Demonstrate how to handle the holy book Ramayana</p> <p>Tell the stories from Ramayana and highlight the points on Rama's love towards his younger brothers</p> <p>How Rama used to show respect to elders and Guru</p> <p>Encourage the children to imitate the character of Rama showing love for all</p> <p>Ask the children to collect the pictures of Ramayana</p>	<p>Ramayan</p> <p>a</p> <p>Silk clothe</p> <p>Stand</p> <p>Pictures of lord Rama with</p>

3.0 CELEBRATING USTAV (FESTIVALS)

Celebrating of Diwali

- » Encourage the children to observe celebration of Diwali
- Tell the children how to celebrate Diwali
- Arrange the celebration of Diwali in ECD centre
- Encourage children to exchange the sweets-share the sweets with the others
- Display of fireworks
- Lead the children to sing songs related to Diwali day
- Prepare special decoration on diwali day
- Collect the Diwali cards and show them to children

Diwali cards
Fireworks
Sweets

4.0 SADACHAR{LOVE}

Expression of love

Tell the children the importance of love in life
Discuss love by the parents, brothers, sisters and paramatma

Tell the children short stories related to parents' and Paramatma's love and care for all
Bring in notice that parents and people around them love the children
Help them to appreciate that they are loved, understood, respected, valued and safe
Encourage the children to extend their love to people around them and pet animals
Lead them in prayers to thank
Paramatma for showing love to all

Pictures
Prayer books
Prayers

HINDU RELIGIOUS EDUCATION ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

Introduction

In this level, children are about 4 to 5 years old. There are six themes in this activity area.

1. Paramatma (**God**)
- 2 Places of Worship
3. Scriptures
4. Ustav {**Festival**}
5. Sadachar (**Moral**)
6. Yoga

1. Paramatna

In level one, only seeing deities and pictures and naming them was discussed. In level two, Paramatma is seen as a creator of the world.

2. Places of Worship

In this level, visiting and observing the rituals at places of worship is included.

3. Scriptures

Scripture (Mahabharat) is introduced to children. How to show respect to Mahabharat, bow to the holy book and listen to the stories included.

4. Ustav (Festival)

Taking part in celebration of vaisakhi and following the rituals during celebration is in this activity area.

5. Sadachar (Moral)

Moral value of cleanliness is the theme. It deals with reasons to keep body clean. It is very important to teach cleanliness to this age group.

6. Yoga

As the children are very small, very simple postures are introduced to the children. Yoga is very important to keep the body and mind healthy.

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
1.0 PARAMATMA Creation	<p>Tell the children that Paramatma is creator of this world</p> <p>Ask them to enjoy the creation of Paramatma through prayers</p> <p>Assist them to observe the sun, the sky, plants and animals</p> <p>Tell them to observe the moon, the stars, the sky, plants, animals</p> <p>Appreciate Paramatma's creation</p>	Pictures of the creation of Paramatma
2.0 PLACES OF WORSHIP		
<p>Places of worship</p> <p>mandir</p> <p>Derasar</p> <p>Gurudwara</p> <p>Procedure to be observed while visiting places of worship</p>	<p>Identify the places of worship</p> <p>Name the places of worship</p> <p>Differentiate the places of worships from other buildings</p> <p>Arrange the visits to the places of worship</p> <p>Follow the procedures to be observed during visiting places of worship</p> <p>Encourage children to participate in simple rituals</p> <p>Demonstrate how to cover the head, fold hands and bow to the murties</p> <p>Assist children in cleaning the hands and legs before entering the places of worship</p>	Pictures of places of worship
Participate in simple rituals		

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
3.0 SCRIPTURE <ul style="list-style-type: none"> • Mahabharat • Ways to look after the holy book 	Assist children in pronouncing the name of the scripture Show respect to holy book Listen to the stories from Mahadharat Demonstrate to children how to look after the holy book Differentiate the holy book from other books	Scripture Mahabharat Silk cloth High stand
4.0 USTAV <ul style="list-style-type: none"> • Festival 	Encourage the children to observe the rituals during the celebrations of Vaisakhi and Paryushan Parv Lead them to participate in simple rituals for the celebration Encourage them to enjoy the celebration of festivals Collect the songs related to Vaisakhi and Paryushan Parv. Select the leader to lead in singing the song Assist them to exchange	Costumes for dance Items to follow rituals
5.0 SADACHAR <ul style="list-style-type: none"> • Cleanliness 	Tell the children the importance of cleanliness Encourage them to keep the body clean Tell them to take care of oneself by taking bath, wearing clean clothes and keeping body clean Tell the reasons why it is important to keep the body clean Explain to them a healthy mind resides a healthy body Demonstrate the children to keep the surrounding clean Instil the value of cleanliness in each child	

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
<p>6.0 YOGA</p> <ul style="list-style-type: none"> • Simple postures • Importance of yoga • Rhythmic exercises 	<ul style="list-style-type: none"> • Assist children in naming the simple postures • Demonstrate them standing, sitting and relaxing postures • Tell them the importance of yoga • Lead them to perform simple exercise in rhythm <p>5^ . Encourage them to pronounce the word OM and practice simple postures</p>	<ul style="list-style-type: none"> • Ground mat

HINDU RELIGIOUS EDUCATION ACTIVITIES

PRE-PRIMARY 2 (5YEARS)

Introduction

In this level, children are of around 5 to 6 years age group. There are seven themes in this activity area.

1. Prayers
- 2 Places of Worship
3. Scriptures
4. Ustav (**Festival**)
5. **Sadachar** (Moral values)
6. Yoga
7. Enlightened souls

1. Prayers

In this theme, the child is encouraged to pray to Paramatma at different times.

2. Places of Worship

This group can construct the models of Temple, Derasar and Gurudwara. They are expected to identify and draw different symbol; at the places of worship.

3. Scriptures

Kalpasutra and GuruGranth Sahib are introduced to the children. Children are expected to visit the places of worship and see how these holy books are kept.

4. Ustav (Fastival)

Birthday of lord Krisna is the forth theme. Children are encouraged to take part in rituals during celebration.

5. Sadachar (Moral Values)

In this theme, simplicity is included. Children are guided to lead simple life.

6. Yoga

As this level, children are expected to demonstrate simple postures of yoga

7. Enlightened souls

Life history and teaching are enlightened souls Is dealt with in this theme to inspire the Children.

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCES
<p>1.0 PRAYER</p> <ul style="list-style-type: none"> Prayer of Paramatma <p>Postures Visit to temple</p>	<p>Tell the children importance of prayer in daily life Lead them in morning prayers and meal time prayers Ask them to pray in the evening Demonstrate the children different postures for prayer Ask them to fold hands, close eyes, bow to Paramatma Arrange the visit to the temple and participate in temple prayers Lead them to sing simple</p>	<p>Scripture Mahabharat Silk cloth High stand</p>
<p>2.0 PLACES OF WORSHIP</p> <ul style="list-style-type: none"> Places of worship Mandir Derasar Gurudwara Construct models Symbols OM Swastik Kamal Dwaja Nishan sahib Khanda Deep 	<p>Assist the children to identify the places of worship Help them to differentiate the places of worship from other buildings Help the children to construct the models Collect the blocks of pictures for construction Arrange the visits to the places of worship</p> <p>Help them to identify the symbols at the places of worship in temple Help them in drawing and painting the symbols</p>	<p>Blocks Pictures</p> <p>Symbols Coloured pencils Manila paper</p> <p>Coloured pencil</p>

3.0 SCRIPTURES

- Guru Granth Sahib

Kalpasutra

Ways to look after
scriptures

Assist them to identify Guru
Granth Sahib and Kalpasutra
Differentiate these holy
books
from other books

Tell children ways to look
after
scriptures
Tell them the stories from
scriptures
Arrange the visit to Gurudwara
and Derasa to see how the holy
books are kept in place of

Scriptures
Silk cloth
High stand

4.0 USTAV (FESTIVALS) JANAWIATHAMI

- Rituals
- Celebration
- Participation
- Related devotional
songs and prayers

Bring the children to
understand that Janamatha
midday is birthday of Lord
Krishna
Encourage them to observe
the rituals during the
celebrations of Janamathami
Assist them to take part in
rituals performed in temple
Lead them in singing songs
Arrange the visit to the
temple
on Janamathami day

Costumes
Songs

5.0 SADACHAR (MORAL)

Simplicity
- clothes
- food
- shelter
Ways to practice
simplicity

Instil the value of simplicity
in
the children
Tell them the importance of
simplicity
Encourage the children to
practice the simplicity in
daily
life
Help them children the great
people's simplicity
Tell them the stories of great
people who practised
simplicity

Story books
Pictures

6.0 YOGA

Demonstrate the simple postures
Assist children to perform simple exercise
Encourage them to practice yoga every day
Help them to control body and mind through practising yoga
Guide them in breathing exercises
help them to pronounce the sound om
Lead the children in singing different games playing different games

Musical instruments
Mat to sit on
Pictures and charts

7. ENLIGHTENED SOULS
Enlightened souls
Stories of enlightened souls

Tell the children the names of enlightened souls
Make them appreciate the lives of the enlightened souls

Pictures
Charts
Story

Teaching of enlightened souls

Tell the stories of:
- Sankaracharya
- Lord Mahavira
- Lord Gautama Buddha
- Guru Nanakdevji
Imitate great peoples lives in daily life
Lead the children to learn the teaching of enlightened souls
Collect the pictures of enlightened souls and identify them

LIFE SKILL DEVELOPMENT ACTIVITIES

DAY CARE (3 YEARS AND BELOW)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	MATERIALS/ RESOURCES
1.0 SELF AWARENESS <ul style="list-style-type: none"> • My name and sex • My parents/guardian • My brothers and sisters • Neighbours and friends • Self acceptance 	<p>Encourage children to tell their names and sex</p> <p>Help children to name their parents, guardians, siblings, friends and immediate neighbours</p> <p>Encourage children to appreciate their appearance</p>	<p>Flash cards</p> <p>Charts</p> <p>Pictures</p>
2.0 EFFECTIVE COMMUNICATION <ul style="list-style-type: none"> • Self expression • Respect <p>Control of emotions</p> <p>Empathy</p> <p>Courteous words</p> <p>Greetings</p>	<p>Encourage children to express themselves freely</p> <p>Encourage children to respect each others views</p> <p>Guide children to send and receive information</p> <p>Encourage children to express their feelings and emotions or ideas effectively</p> <p>Guide children to empathize with other people</p> <p>Guide children to use courteous words:</p> <p>-Thank you</p> <p>-May I</p> <p>-Please</p> <p>Guide children to use right words for greetings:</p> <p>-Good morning</p> <p>-Good afternoon</p>	<p>Pictures</p> <p>Diagrams</p> <p>Newspapers</p>

CONTENT**3.0 PERSONAL HYGINE**

Washing hands

Toileting

Oral hygine

Using handkerchief

Feeding self

**HINTS FOR THE
TEACHER/CAREGIVER**Demonstrate washing hands before
eating and after toileting

Let children practice washing hands

Encourage children to role play
washing handsEncourage children to use the toilet
properlyDiscourage children from putting
objects in their mouthEncourage children to cover their
mouth when coughing or sneezing

Demonstrate how to cover the mouth

Let children practice covering the
mouth when coughing & sneezingDemonstrate wiping the nose using
Clean handkerchiefEncourage children to play wiping a
nose using clean handkerchiefsEncourage children to spit on the
handkerchiefDemonstrate feeding one self using
clean hands or spoon

Demonstrate eating while sitting

Help children to role play eating while
sittingEncourage children swallow food
before talkingDiscuss and demonstrate what
constitutes table manners**MATERIALS/
RESOURCES**

Pictures

Diagrams

Newspapers

Handkerchiefs

Soap

Water/tap

Basin

Realia

Water

Basin

Spoon

Seat

(chair,
mat)

Plates

Dishes

5.0 DRESSING

Dressing

- Demonstrate how to dress using a doll
- Demonstrate how to undress
- Encourage children to follow steps in dressing
- Help children to dress dolls
- Demonstrate steps in zipping such as moving the zip up and down
- Demonstrate putting on shoes and socks
- Encourage children to practice how to lace shoes

Doll
Dress
Shirts
Shorts
Blouses
Shoes
Socks

6.0 SAFETY

- Crossing the road and the river

Demonstrate crossing the road and the river
Display simple road signs for children to observe
Guide children to master left and right
Encourage children role play crossing the road and the river
Encourage children to play in a safe environment
Mark play area
Demonstrate landing safely during play
Discourage children from rough play
Inspect play equipment before use
Ensure use of safe play materials and equipment
Supervise play activities
Encourage children to avoid stepping on spills
Encourage children to avoid use of dangerous objects during play
Encourage children to avoid touching body fluids
Discourage them from touching dead animals
Encourage them to play in a clean environment
Discourage them from touching

Story books
Charts
Pictures
Crayons
Props

7. RELATING TO STRANGERS

- Strangers

Gifts and Offers

Isolated places

Body parts

Help children to identify who a stranger is

Demonstrate to children what to do when confronted by a stranger

Encourage children to turn down offers and gifts from strangers

Help children identify gifts and offers which a stranger can entice them with
Guide them in discussing lonely places
encourage children not to walk in lonely places

Guide children to identify parts of the body that must be covered, that can be left uncovered and parts that should not be touched.

Pictures
Diagrams
Charts
Realia

8. STORYTELLING FOR LIFE SKILLS DEVELOPMENT

- Listening to stories
- Comprehension questions
- Follow up activities

Encourage children to listen to stories depicting life skills

Guide children in answering comprehension questions

Help children to draw and colour pictures of characters in the story

Story books
Charts
Pictures
Crayons
Props
Costumes
Pencils

LIFE SKILL DEVELOPMENT ACTIVITIES

PRE-PRIMARY 1 (4 YEARS)

CONTENT	HINTS FOR THE TEACHER/CAREGIVER	SUGGESTED MATERIALS/RESOURCE
<p>1.0 SELF AWARENESS</p> <ul style="list-style-type: none"> • My name and sex • My parents/ guardians • My brothers and <p>Neighbours and friends</p> <p>Self acceptance</p> <p>Body parts</p>	<p>Encourage children to tell their names and sex</p> <p>Help children to name their parents, guardians, siblings friends and immediate neighbours</p> <p>Encourage children to appreciate their appearance</p> <p>Guide children to name and touch their body parts</p> <p>Help children sing songs about body parts and family members</p>	<p>Flash cards</p> <p>Charts</p> <p>Pictures</p>
<p>4.0 EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> • Feelings and emotions <p>Self expression</p> <p>Respect</p> <p>Patience</p>	<p>Guide children in identifying their feelings and emotions</p> <p>Encourage children to express their feelings and emotions freely</p> <p>Encourage children to express their feelings and emotions of ideas effectively</p> <p>Guide children to send and receive information</p> <p>Encourage children to respect other people's views</p> <p>Encourage children not to interrupt when one is talking</p> <p>Help children to wait</p> <p>Guide children to speak in moderate tones and not shouting</p>	<p>Pictures</p> <p>Diagrams</p> <p>Newspapers</p>
<p>Empathy</p> <p>Assertiveness</p> <p>Courteous</p>	<p>Guide children to empathize with other people</p> <p>Encourage children to be firm in their refusal to offers</p>	

Words

Courteous words:

- Thankyou
- Excuse me
- May I
- Please
- Sorry

Greetings

Guide children to use right words for greetings:

- Good morning
- Good afternoon
- How are you

5.0 PERSONAL HYGINE

- Washing
hands

Toileting
Oral hygiene

- Using
handkerchief

- Washing
hands face and
feet

- Brushing
teeth

Songs

Demonstrate washing hands before
eating and after toileting

Help children practice washing
hands

Encourage children to role play
washing hands

Demonstrate proper use of the toilet

Encourage children to use the toilet
properly

Discourage children from putting
objects into their mouth

Encourage children to cover their
mouth when coughing or sneezing

Demonstrate how to cover the mouth
when coughing or sneezing

Encourage children to spit on to the
handkerchief

Demonstrate wiping a nose using of
clean handkerchiefs

Demonstrate proper washing of
hands, face and feet

Help children practice washing hands,
face and feet

Demonstrate how to brush teeth and
comb the hair

Guide children in practicing howto
brush their teeth and

Pictures

Diagrams

Newspapers

Handkerchiefs

Soap

Water/tap

Basin

Realia

Tooth brush

Comb

Mirror

Percussions

	<p>comb their hair</p> <p>Create songs related to personal hygiene</p> <p>Guide children to sing songs related to personal hygiene</p>	
<p>4.0 FEEDING SELF</p> <ul style="list-style-type: none"> Feeding self 	<p>Demonstrate feeding one self using clean hands or spoon</p> <p>Demonstrate eating while sitting</p> <p>Help children to role play eating while sitting</p> <p>Encourage children to swallow food before talking</p> <p>Discuss and demonstrate what constitutes table manners</p> <p>Encourage children to practice good table manners</p>	<p>Water Basins</p> <p>Spoon</p> <p>Seat (chair, mat)</p> <p>Plates</p> <p>Dishes</p> <p>salt</p>
<p>Table manners</p>		
<ul style="list-style-type: none"> Washing hands 	<p>Demonstrate how to dress using a doll</p> <p>Demonstrate how to undress</p> <p>Encourage children to follow steps in dressing</p> <p>Help children to dress dolls</p> <p>Demonstrate steps in zipping such as moving the zip up and down</p> <p>Demonstrate putting on shoes and socks</p> <p>Demonstrate how to button shirts/blouses</p> <p>Help children to practice buttoning shirts/blouses</p> <p>Demonstrate how to lace a shoe</p> <p>Encourage children to lace shoes</p>	<p>Doll</p> <p>Dress</p> <p>Shirts</p> <p>blouses</p> <p>shoes</p> <p>socks</p>
<p>Toileting</p>		
<p>Oral hygiene</p>		
<p>Using handkerchief</p>		
<p>Bathing</p>		

6.0 SAFETY

- Crossing the road and river

Demonstrate crossing the road and the river

Display simple road signs for children to observe

Guide children to master left and right

Safe play

Encourage children role play crossing the road and the river

Encourage children to play in a safe environment

Spills

Mark play area

Demonstrate landing from rough play

Dangerous objects/substances

Discourage children from rough play inspect play equipment before use

Ensure use of safe play materials and equipment

Supervise play activities

Encourage children to avoid stepping on spills

Encourage children to avoid use of dangerous objects during play _____

Charts

Road signs

Making pegs

Mattresses

Charts

Pictures

Realia

Body fluids

Encourage children to avoid touching body fluids

Harmful animals

Discourage them from touching dead animals

Encourage them to play in a clean environment

Discourage them from touching harmful animals

Charts

Pictures

9. RELATING TO STRANGERS

- Strangers

Help children to identify who a stranger is

Demonstrate to children what to do when confronted by a stranger

Encourage children to turn down offers and gifts from strangers

Gifts and offers

Help children identify gifts and offers which a stranger can entice them with

Isolated places

Guide them in discussing lonely places

Pictures

Diagrams

Charts

Realia

<ul style="list-style-type: none"> • Body parts * Stories 	<ul style="list-style-type: none"> • Discourage children from walking in lonely places • Guide children to identify parts of the body that must be covered that can be left uncovered and parts that should not be touched. • Narrate stories to children related to strangers • Guide children to role, play both negative and positive incidences related to strangers 	
<p>10.0 STORYTELLING FOR LIFE SKILLS DEVELOPMENT</p> <ul style="list-style-type: none"> • Listening to stories • Comprehension question • Follow up activities 	<ul style="list-style-type: none"> • Encourage children to listen to. stories depicting life skills • Guide children in answering comprehension stories • Help children to draw and colour pictures of characters in the story • Guide Children in dramatizing events in the story • Guide children in retelling the story 	<ul style="list-style-type: none"> • Story books • Charts • Pictures • Crayons • Props • Costumes • Pencils

LIFE SKILL DEVELOPMENT ACTIVITIES

PRE-PRIMARY 2 (5YEARS)

CONTENT	HINTS FOR THE TEACHER/ CAREGIVER	SUGGESTED MATERIALS/ RESOURCES
1.0 SELF AWARENESS <ul style="list-style-type: none"> • My name and sex • My parents/guardian • My brothers and sisters • Neighbours and friends • Self acceptance 	<p>Encourage children to tell their names and sex</p> <p>Help children to name their parents, guardians, siblings friends and immediate neighbours</p> <p>Encourage children to appreciate their appearance</p> <p>Guide children to name and touch body parts</p> <p>Help children sing songs on body parts and family members</p> <p>Assist children identify physical location of their home/estate/ village</p>	<p>Flash cards</p> <p>Charts</p> <p>Pictures</p>
Body parts		
Physical location of home	Help children identify physical land marks around their home such as school, church and mosques	
Land marks		
6.0 EFFECTIVE COMMUNICATION <ul style="list-style-type: none"> • Feelings and emotions 	<p>Encourage children to tell their names and sex</p> <p>Guide children in identifying their feelings and emotions</p> <p>Encourage children to express their feeling and emotions freely</p> <p>Encourage children to express their feelings emotions or ideas effectively</p> <p>Guide children to send and receive information</p> <p>Encourage children to take turns</p> <p>Guide children not to interrupt when one is talking</p>	<p>Pictures</p> <p>Diagrams</p> <p>Newspapers</p>
Self expression		
Respect		
Patience		

	Guide children to learn to speak in moderate tones and not shouting	
Empathy	Guide children to empathize with other people	
Assertiveness	Encourage children to be firm in their refusal to offers	
Courteous words	Guide children to use courteous words Guide children to use tight words for greetings	
Greetings	- Good morning - Good afternoon - How are you	
5.0 PERSONAL HYGINE		
• Washing hands	Demonstrate washing hands before eating and after visiting the toilet Help children practice washing hands Encourage children to role play washing hands Encourage children to use the toilet properly	Pictures Diagrams Newspapers Handkerchiefs Soap
Toileting	Discourage children from putting objects into their mouth Encourage children to cover their mouth when coughing or sneezing	Water/tap Basin Realia
Oral hygiene	Demonstrate how to cover the mouth when coughing or sneezing Encourage children to spit on to the handkerchief	Tissue paper Tooth brush
Using handkerchief	Demonstrate wiping a nose using of clean handkerchief Encourage children to role play wiping	Comb Mirror
Bathing	a nose using clean handkerchiefs Demonstrate to the children how to bathe using a baby doll Demonstrate proper washing of hands, face and feet Help children practice washing hands, face and feet	Oil Percussions

Chores	and comb hair Guide children in practicing how to brush teeth and comb their hair Create songs related to personal hygiene	
Songs	Guide children to sing songs related to personal hygiene	
8.0 FEEDING SELF	Demonstrate feeding one self using clean hands or spoon Demonstrate eating while sitting Help children to role play eating while sitting Encourage children to swallow food before talking Discuss and demonstrate what constitutes table manners Help children to role play positive table manners Encourage children to clear the table	Water Basin Spoon Seat (chair, mat) Plates Dishes Salt
Feeding self		
Table manners		
9.0 DRESSING	Demonstrate how to dress using a doll Demonstrate how to undress	
• Dressing		<ul style="list-style-type: none"> • Doll • Dress • Shirt • Shorts • Blouses • Shoes
	Men to toVit)W steps in dressing Help children to dress dolls Demonstrate steps in zipping such as moving the zip up and down Demonstrate putting on shoes and socks Demonstrate how button shirts/ blouses Help children to practice buttoning shirts/ blouses	Socks

10. SAFETY

- Crossing the road and the river

Demonstrate crossing the road and

the river

Display simple road signs for children to observe

Guide children to master left and right

Encourage children to role play

crossing the road and the river

Encourage children to role play in a safe environment

Mark play area

Demonstrate landing safely during play

Discourage children from rough play

Inspect play equipment before use

Ensure use of safe play materials and equipment

supervise play activities

Encourage children to avoid stepping on spills

Encourage children to avoid use of dangerous objects during play

Demonstrate how to cover themselves with blanket when ones clothes are on fire

Help children to practice how to role on the ground if clothes are on fire

Encourage children to avoid touching fluids

Discourage them from touching dead animals

Encourage them to play in a clean environment

Discourage them from touching harmful animals

Charts

Road signs

Making pegs

Mattresses

Charts

Pictures

Realia

Charts

Pictures

11. RELATING TO STRANGERS

- Strangers

Gifts and Offers

Isolated places

Body parts

Stories

Help children to identify who a stranger is

Demonstrate to children what to do when confronted by a stranger

Encourage children to turn down offers and gifts from strangers

Help children identify gifts and offers which a stranger can entice them with

Guide them in discussing lonely places

Discourage children from walking in lonely places

Guide children to identify parts of the body that must be covered that can be left uncovered and parts that should not be touched.

Narrate stories to children related to strangers

Guide children to role play both negative and positive incidences related to strangers

Pictures
Diagrams
Charts
Realia

12. STORYTELLING FOR LIFE SKILLS DEVELOPMENT

Encourage children to listen to stories depicting life skills

Guide children in answering comprehension stories

Help children to draw and colour pictures of characters in the story

Guide children in retelling the story

Story books
Charts
Pictures
Crayons
Props

CHILDREN WITH SPECIAL NEEDS

INTRODUCTION

The current global trend towards the education of children with special needs is inclusive as opposed to exclusion where these children were confined in their own special institutions. Inclusive education gained more recognition after the Salamanca statement and framework for action which was adopted at the World conference on special needs education in 1994. Inclusive education acknowledges that all children can learn that all need some form of support in learning, it is also about changing attitudes, behaviours, teaching methods, curricula and environments to meet the needs of all children. The handbook therefore will guide the users on how to identify children with special needs in each specific category and on how to assist the individual child and the materials to use. However, it should be noted that the information is not exhaustive as it has captured only the four areas which can easily be identified at the ECDE centre for more information the reader should refer to Early Childhood Development Manual on children with special needs which covers all categories of children with special needs

The following general information is important for teachers working with children with special needs;

1. Be kind and friendly to learners with special needs and advise other learners in the class/centre to do the same
2. Take time to counsel the whole class/centre to have positive attitude towards children with special needs
3. Treat the child/children as worthwhile and competent just like their colleagues
4. Encourage learners with special needs to participate in as many activities as possible including the extra-curricular
5. Encourage interaction of children with special needs with other children by giving them appropriate tasks and responsibilities in order to enhance a feeling of sameness.
6. Assign and encourage other children to help learners with special needs when needs arise
7. Design individualized educational programmes for such learners

S. Adopt lesson objectives to suit children with special needs

9. Give children with special needs enough time to complete a given task

10. Adopt learning activities to suit children with special needs

11. Focus on strengths and not handicapping conditions of children with special needs

CONTENT	INDICATORS (SIGNS)	HINTS FOR THE TEACHER/CAREGIVER	MATERIALS/ RESOURCES
VISUAL IMPAIRED	Seeing complaints Watery/reddish eyes Reading problems Reading with book too far or too close from Rapid eye movements Double vision tripping over things Abnormal appearance of the eye Skipping lines while reading and writing	LANGUAGE ACTIVITIES * Let the child sit near the teacher Train in pre-braille activities Flash cards/charts to be made tactile and in large print Encourage the use of fingers when reading Provide embossed and engraved pictures/charts Labels should be in both Braille and print Encourage the use of magnifying glasses Use large prints Read aloud Encourage the use of eye-glasses Use the child's name before talking to him/her Use materials with high contrast colour to help children with low vision Talk to the child about everything in the environment Provide action about words Help children to learn through smelling, touching, hearing and testing Use actual real objects	Braille Stylus /frame Brailled letters Letter cards Embossed pictures Eye glasses Magnifying glasses Audio recorders Talking

ACTIVITIES

Shading the eye
from the light
Rubs the eye
extensively
Shut or covers one
eye
Blinks excessively
Has difficulty in
playing with others
Experiences
dizziness

Train in pre-Braille activities
use brailled numbers
Use texture, size and shape
of different material .Use
brailled number puzzles
and symbols for numbers
Encourage the use of
Abacus
Use pegboards to construct
number symbols
Conduct orientation and
mobility in the classroom for
measurement

Braille
Stylus
Peg boards
Stylus/frame
Cub / cuberithm
Abacus

OUTDOOR ACTIVITIES

- Use guidelines when racing
- Let another child hold their
hands when running
- Conduct orientation; the
play area
- Provide sound balls
- pro vide bell/jingles
activities
- Mark play areas with string/

Sound bells
Pegs, strings
Jingles
Swings
Slides

SCIENCE ACTIVITIES

- Conduct orientation and mobility of the class especially the nature corner
- Use embossed and engraved pictures and diagrams of animals, plants and objects
- Provide guidance on experiments
- Let them touch and feel things in the environment and discuss
- Let them touch their friends body parts
- Encourage them to touch and feel animals and plants in the environment
- Encourage them to use their senses of smell explain early to the child any new ideas or experiences in a group or individually
- Keep close supervision to the child when he/she is playing with others in inclusive activities

- Embossed pictures & diagrams

SOCIAL ACTIVITIES

- Orientation and mobility should be done
- Provide embossed and engraved pictures for them to touch and feel
- Give proper guidance

- Embossed pictures & diagrams
- White cane

HEARING IMPAIRED	Appears inattentive Day-dreaming Painful, inflamed or running ears Slow in initiating interactions with others Tends to shout Experiences speech or language problems Does not respond to noise or call Usually keeps to himself or herself Cocks head to one side Ask for frequent repetitions Watches the speakers mouth Turns ear to source of sound Makes inconsistent	CREATIVE ACTIVITIES	
		<ul style="list-style-type: none"> • Provide orientation and mobility • Provide crayons, felt pens, chalk charcoal and sl 'aces for scribbling • provide embossed pictures for them to touch • Guide and give prompts on weaving, knitting, crayon etching and collage 	Crayons Chalk Papers Braille papers Braille books
		MUSIC AND MOVEMENT	
		<ul style="list-style-type: none"> • Guide them to listen, sing, dance, make rhythms and pla^ musical instruments 	Jingles Drums Sticks
HEARING IMPAIRED		LANGUAGE ACTIVITIES	
		<ul style="list-style-type: none"> • The child should be encouraged to look at / observe everything in the environment • Minimize classroom noise • Give preferential sitting arrangement • Demonstrate activities to be done • Face the child when talking to him/her • Speak clearly and loud. • Use gestures (facial expressions) • Teacher to use total communication • The child to be fitted with a hearing aid • Use flash cards/charts and picture stories • Pair the child with a hearing one • Learn sign language where possible 	<ul style="list-style-type: none"> • Hearing aid • Finger spelling chart • Gestures Audio meter <ul style="list-style-type: none"> • Auditory training

- Speech
- Wants radio or TV on high volume

- Gives incorrect and irrelevant answers
- Difficulties in understanding

Ask for frequent repetitions
Always turns head towards the direction of sounds
Stattles when called
studies the speakers mouth and face
Looks puzzled when talked to
Speaks too loudly or too softly

MATHEMATICS ACTIVITIES

- Give prompts on classification of numbers and measurements
- Give individual attention
- Use signs for numbers
- Use number flash cards/ and signs

Sign languages
Charts on numbes

Hearing aids

OUTDOOR ACTIVITIES

- use sign language
- Use total communication
- Use coloured flag during racing activities
- Demonstrate activities

Balls
Ropes
Slides
Swings

SCIENCE /ACTIVITES

- Use sign language for discussion after observation and classification
- * Use total communication and field excursion nature walk

Sign language
Chart
Coloured flag

		CREATIVE ACTIVITIES <ul style="list-style-type: none"> • Use prompts to demonstrate • Use sign language to explaining how to carry out an activity 	
		SOCIAL ACTIVITIES <ul style="list-style-type: none"> * Use prompts • Use total communication to explain all the areas 	<ul style="list-style-type: none"> • Sign languages • Charts
		MUSIC AND MOVEMENT <ul style="list-style-type: none"> • Use gestures to demonstrate • Encourage to dance and make movement to rhythms • Encourage to make rhythms with objects ' Use shakers, percussions and other materials • Demonstrate how to play music instruments • Use signs and gestures 	<ul style="list-style-type: none"> • Drums • Shakers • Sticks • Jingles
PHYSICAL HANDICAP	<ul style="list-style-type: none"> • Body deformity • Abnormal postures • Difficulties in using limbs • Difficulties in walking 	LANGUAGE ACTIVITIES <ul style="list-style-type: none"> • Encourage to take part in oral activities and reading readiness • On writing readiness, the teacher should use the body part or limb which is not affected • use head pointers/legs when the hands are not functional 	<ul style="list-style-type: none"> • Head pointer • Page turners <ul style="list-style-type: none"> • Play materials fitted small handles or pins (puzzles, flash cards) • Provide large play materials for easy grasping
	<ul style="list-style-type: none"> • Weakness in both fine and gross motor muscles 	MATHEMATICS ACTIVITIES <ul style="list-style-type: none"> • Use functional limb/body parts for classification, numbers and measurement • Train the child on functional limbs • Give enough time for the activity 	<ul style="list-style-type: none"> • Number charts • Abacus • Adapted seats • Adapted pens

OUTDOOR ACTIVITIES

- Provide parallel bars for mobility
- Provide small light balls and bouncing tubes
- Provide toy trolleys
- Give prompts on wheel chair dance
- Guide on how to swim

Parallel bars
small light balls
Toy trolleys
Adapted seats
Therapy balls
Wheel chairs
Crutches

SCIENCE ACTIVITIES

- Encourage to observe, name animals and objects
- 'Assist and give prompts on experiments
- Give enough time for the environment
- Use ramps while climbing or walking
- Let them observe the outcome

Seeds
Water
Containers

SOCIAL SKILLS

- Encourage to name, identify domestic animals
- Encourage to imitate sounds made by animals
- Guide on life skills
- Use adopted toilets, seats and pens
- Encourage to observe national , flag, portrait of the president and picture read
- Give enough time for each activity
- Encourage interaction with other children
- Encourage to use functional limb for manipulation
- Put the pictures at their eye level

- Difficulty in following instructions
- Slow learners
- Imitates rather than creates
- Slow in initiating interactions
- Show little interest in the surroundings
- Poor eye and hand coordination
- Abnormal - mally large or small head

CREATIVE ACTIVITIES

- Use functional limb for manipulation of various objects
- » Give enough time for each activity
- Use task analysis in each activity

Balls
Bean bags

MUSIC AND MOVEMENT

- Encourage to listen, sing and dance
- Demonstrate wheel chair dance
- Encourage to play musical instruments with functional limb

Drums
Jingles

LANGUAGE ACTIVITIES

- Encourage them to take part in oral, reading readiness and writing readiness activities
- Use real objects
- Use flash cards
- Use simple words when giving instructions
- Use communication boards
- Use charcoal, pieces of chalk and crayon for pre-writing activities
- Label all items in class
- Repeat the activities over and over
- Encourage over learning
- Teach sounds of the letters of alphabet
- Start with very simple concepts
- Praise the learner when their responses are positive

Regalia
Communication board
Charts
Pictures

Drooling
 Protruding
 tongue due to
 poor muscle
 tone
 Simian
 crease (a
 single almost
 straight line
 across the
 upper part of
 both or one
 hand)

Curving folds
 of skin at the
 inner corners
 of the eyes
 Short and
 stumpy
 fingers
 Low bridge of
 the nose
 giving at flat
 face appear
ance _____

MATHEMATICS ACTIVITIES

- Use wooden blocks of different colours
- Guide on classification, number values and measurement
- Use real objects
- use shape boards
- Encourage over learning
- Use tasks analysis
- Use number Abacus
- Print number flash cards
- Associate numbers with objects

Charts
 Abacus
 Shape board
 Blocks

OUTDOOR ACTIVITIES

- Mark the play area
- Provide varied play materials
- Prompt and guide the children
- Lead them in a dance
- Have control of the class
- Vary the activities
- Select interesting activities
- Provide a safe playground for children

Pegs'
 Swings
 Slides
 Ropes

SCIENCE ACTIVITIES

- Provide pictures of animals, plants and various objects
- Practice over learning
- Use task analysis
- Use prompt and cues
- Assist them to carry out experiment
- » Change activities promptly

Pictures
 Charts

SOCIAL ACTIVITIES

- Provide pictures and charts
- Practice over learning
- Encourage child to child learning
- Use task analysis
- Encourage assistance from other children
- Teach life skills using task analysis
- Encourage interaction with other children
- Label all items in class

Pictures
Charts

CREATIVE ACTIVITIES

- Provide enough materials
- Demonstrate the activities to be performed
- Support children in the activities
- Provide close supervision
- Repeat tasks several times
- Use task analysis
- Provide simple to complex tasks
- Give enough time
- Provide activities that enhance eye-hand coordination
- Display children's work

Paints
Crayons
Papers

MUSIC AND MOVEMENT

- Encourage them to listen
- Lead them to sing
- Use prompts and cues
- Teach new songs
- Lead them in a dance
- Demonstrate rhythm to the children
- Use task analysis
- Encourage children to play musical instruments

Shakers
Drums
Sticks
Jingles

SOCIAL ACTIVITIES

- Provide pictures and charts
- Practice over learning
- Encourage child to child learning
- Use task analysis
- Encourage assistance from other children
- Teach life skills using task analysis
- Encourage interaction with other children
- Label all items in class

Pictures
Charts

CREATIVE ACTIVITIES

- Provide enough materials
- Demonstrate the activities to be performed
- Support children in the activities
- Provide close supervision
- Repeat tasks severally
- Use task analysis
- Provide simple to complex tasks
- Give enough time
- Provide activities that enhance eye-hand coordination
- Display children's work

Paints
Crayons
Papers

MUSIC AND MOVEMENT

- Encourage them to listen
- Lead them to sing
- Use prompts and cues
- Teach new songs
- Lead them in a dance
- Demonstrate rhythm to the children
- Use task analysis
- Encourage children to play musical instruments

Shakers
Drums
Sticks
Jingles