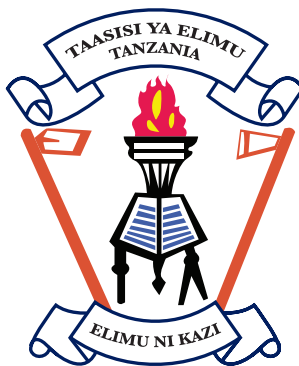


# TANZANIA INSTITUTE OF EDUCATION



## TEACHER'S GUIDE FOR PRE-PRIMARY EDUCATION

**TANZANIA INSTITUTE OF EDUCATION**

**TEACHER'S GUIDE FOR PRE-PRIMARY  
EDUCATION**

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Dr. Elia Y.K. Kibga  
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## PREFACE

Effective teaching and learning of Pre-primary education, to a large extent depends on how the curriculum is implemented. For the Pre-Primary Education Curriculum to be implemented to the required standard, it is important for the teacher to have a teaching guide prepared for that purpose. This teaching guide is a tool that will enable the teacher to effectively interpret and implement the Pre-primary Education curriculum and syllabus.

This teaching guide has been written following changes in Pre-primary Education Curriculum whose preparation intended to accommodate changes in the Education and Training Policy of 2014. The Pre-Primary Education Curriculum and Syllabus emphasize the development of various competencies and making the child the centre of learning. This guide describes the teaching and learning process of various activities that enable the child to build the intended competencies. The competencies built through this curriculum will enable the child to meet his/her physical, intellectual, emotional and social developmental needs and prepare him/her for primary education and later life.

The Pre-primary education teacher's guide is a tool that will enable a teacher to provide appropriate support to the child in developing the intended competencies. It is my expectation that this guide will enable the teacher to creatively and flexibly use his/her local environment to facilitate a child's effective learning.



Dr. Elia Y.K. Kibga  
**Acting Director General**

**Tanzania Institute of Education**

## ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CCIs	Cross Cutting Issues
DUCE	Dar es Salaam University College of Education
HIV	Human Immuno-deficiency Virus
ICT	Information and Communication Technology
MEST	Ministry of Education, Science and Technology
UNICEF	United Nations Children's Education Fund
TIE	Tanzania Institute of Education

# INTRODUCTION

## **Background**

It is important for you as a teacher to understand that the provision of Pre-primary education is intended to promote children's development physically, intellectually, socially and emotionally. A Pre-primary school child is expected to develop competencies that he/she will apply in life and make him/her ready for primary education. In recognition of this, TIE has prepared the Pre-primary Education Curriculum and Syllabus whose aim is to develop the intended competencies. Together with the curriculum, TIE has prepared this Pre-Primary Education Teacher's Guide that you will use during the teaching process. This guide outlines the competencies to be developed by a pre-primary school child through various activities to be performed by him/her. Besides this guide, you are required to take into account the contents of the Pre-primary Education Curriculum and Syllabus and make the necessary preparations.

## **Aim of the Guide**

The aim of this guide is to enable you interpret and implement the competency-based Pre-primary education curriculum. The guide describes the process of teaching and learning of competencies through various activities to be performed by the child. You are expected to use appropriate teaching and learning methods and materials that enable the child develop the intended competencies and assess child progress step by step.

## **The Importance of the Guide**

This guide is of great importance as it will enable you to improve the teaching and learning of the competencies identified in the Pre-primary Education Curriculum and Syllabus. The guide outlines various activities to be performed by the child to enable him/her develop the respective competencies. It provides brief description about the competency-based curriculum and stresses the teaching and learning of Cross-Cutting Issues (CCIs) such as life skills, environmental education, gender, Human Immuno-deficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS). You are required to study and understand this guide so as to effectively implement the Pre-primary Education Curriculum and Syllabus.

## **Structre of the Guide**

This guide is organized into four chapters. The first two chapters provide a brief description about curriculum analysis and teaching and learning of Pre-primary school children. Chapter three discusses preparations for teaching so as enable children develop the expected competencies. Chapter four provides description of how to assess pre-primary school child progress. Thus, you are advised to develop a correct understanding of curriculum analysis and teaching and learning of pre-primary school children before teaching the expected competencies.



## **Target Groups for the Guide**

The main target groups of this guide are Pre-primary school teachers and Para-professional teachers who are teaching in satellite centers. In addition, this guide can also be used by other education stakeholders, such as Headteachers, Quality Assurers, School Owners, School Committees and Parents with children in Pre-primary schools.

## **How to use the Guide**

During your preparation for teaching and learning, you will use this guide together with the Pre-primary education syllabus. As a Pre-primary school teacher, you are required to carefully study this guide so as to identify the competencies a child is expected to develop and the activities to be performed. Studying this guide will also enable you to understand the teaching methods and materials relevant for promoting the respective competencies. Additionally, this guide will enable you to understand various tools for assessing child progress.

# CHAPTER ONE

## CURRICULUM ANALYSIS

Welcome to chapter one of this Pre-primary Education Teacher's Guide. In this chapter you will learn the concept of Pre-primary education, competency-based curriculum and how to analyze the curriculum and its materials. You will also learn the existing linkage between the curriculum and its materials so that you can implement the curriculum effectively.

### **Expected Competences to be Developed by the Teacher**

After studying this chapter, you will be able to:

- i) Explain what competency-based curriculum is
- ii) Analyse competency-based curriculum materials
- iii) Explain the linkage between the curriculum and its materials

### **1.1 The Concept of Competency-Based Curriculum**

Competence based curriculum is one which aims at helping learners develop various competencies through various learning activities. The preparation of the Pre-primary education curriculum has taken into account the competencies a child is supposed to develop cognitively, physically, socially and emotionally. Such a curriculum enables a child to master daily life and prepare him/her for primary education.

*What are the qualities of a competency-based curriculum?* Together with your answer, the qualities of the competence-based curriculum include activity oriented learning, performance based learning, links learning to real life situation, focuses on meaningful learning and enhances creativity and critical thinking. Also a competency-based curriculum has various features, including involving a child in the teaching and learning process as the key actor. Your role is to guide the child in performing various activities that will enable him/her develop the intended competencies. Since the child's competencies are developed through activities he/she performs, you are supposed to use appropriate teaching and learning strategies as well as materials that will arouse the child's interest to learn and become inquisitive. This will enable the child to understand various concepts he/she is learning.

### **1.2 Curriculum Materials**

You are required to use various materials in implementing a competency-based curriculum. *What necessary curriculum materials do you think you should have in place to effectively*

*implement the competence-based curriculum?* Certainly, some of the curriculum tools you will mention are the syllabus, the textbook and the Pre-primary education teacher's guide. All these tools will be useful to enable the child develop the intended competencies.

### **1.2.1 The Syllabus**

You should note that it is the syllabus which outlines all competencies you need to teach within a specified period of time. The Pre-primary education syllabus has been prepared to enable the children develop the intended competences. Its structure has five components, namely Main competency, Specific competency, Activities to be performed by the child, Performance indicators and number of periods.

Main competency refers to the fundamental knowledge, skills or ability to accurately and effectively perform something which is expected to be attained by the child after learning for a specified period of time. The main competency is built by specific competencies which are developed through various activities performed by the child within a specified period of time. Recommended performance indicators refer to behaviours demonstrated by the child after developing the expected competencies. Number of periods is a approximate time to be spent in teaching and learning a specific competency.

### **1.2.2 Teacher's Guide**

Teacher's guide is a tool that enables the teacher to facilitate teaching and learning both inside and outside the class. This guide will be used together with the syllabus and the textbook. You are required to make use of this guide in teaching various activities to be performed by the child.

### **1.2.3 Textbook**

Textbook refers to the book whose preparation has taken into account the competencies outlined in the pre-primary education syllabus. The textbook is very useful for effective classroom teaching and learning. *What do you think is the importance of a textbook?* Undoubtedly, you will explain that a textbook enables the child to better and easily understand what is being taught. A pre-primary textbook is supposed to have more diagrams and pictures than written texts as children have not mastered reading. Some of the qualities of an appropriate textbook for pre-primary school children are sizeable pictures/photographs with attractive colours representing a single concept, larger print size that can be easily seen, an attractive and hard cover, containing few pages and written by considering children's age and abilities.

In the process of implementing this curriculum, you will use six (6) textbooks whose preparation has taken into account the competences intended to be promoted by the child. The textbooks contain pictures representing activities related to the respective competences. Some of the pictures can be used for teaching more than one activity. However, you are supposed to be innovative and flexible and look for pictures you find more helpful in teaching various activities. Additionally, the Tanzania Institute of Education has written twelve (12) simple story books on the basis of various competencies. The books will be helpful in enabling the child to develop the intended competences.

### **1.3 Relationship between the Curriculum and its Materials**

After going through the curriculum materials, you will find that there is a close relationship between the curriculum and its materials. The preparation of the preprimary curriculum has been guided by the Tanzania national philosophy of education and Education and Training Policy of 2014. The preparation of the syllabus content has based on the Pre-primary education curriculum. The preparation of Teacher's guide and textbook are prepared based on the syllabus and are used together with the syllabus when preparing for teaching. Thus, effective implementation of the curriculum is determined by the existing relationship between the curriculum and its materials.

## CHAPTER TWO

### TEACHING AND LEARNING OF PRE-PRIMARY SCHOOL CHILDREN

Welcome to chapter two of this guide. In this chapter you will learn various aspects about the teaching and learning for pre-primary school children. This includes the concept of teaching and learning, teaching methods for Pre-primary education, teaching materials, inclusive education and daily school routine.

#### **Expected Competences to be Developed by the Teacher**

After studying this chapter, you will be able to:

- i) Explain the concept of teaching and learning for pre-primary education children;
- ii) Identify appropriate methods for teaching Pre-primary school children;
- iii) Identify appropriate teaching and learning materials for Pre-primary school children;
- iv) Take into account inclusive education during the teaching and learning process.
- v) Implement the daily school routine appropriately.

#### **2.1 The Concept of Teaching and Learning**

This guide focuses more on explaining how teaching and learning should take place. It is important for the teacher to help the pre-primary children develop the intended competencies. The pre-primary curriculum and syllabus of 2016, emphasises the promotion of various competencies and targets the child as the main actor of the learning activities. The child's active participation in the learning process is motivated by early stimulation of the learners that enables the child to become curious, inquisitive and creative. The success in enabling the child to develop the expected competencies depends on Pre-primary education teaching and learning principles. The principles include:

- i) Teaching and learning by doing;
- ii) Development and learning are related;
- iii) Every child learns according to his/her abilities and pace;
- iv) Child development and learning depend on the cooperation of teachers, the family and the community that surrounds the child;
- v) Child learning depends on his/her prior knowledge and how such knowledge is linked to his/her environment; and
- vi) Cleanliness and safety of the teaching and learning environment should be observed.

You need to recognize that children differ significantly in terms of their learning needs. Some children have special learning needs. You are supposed to identify them and provide them with the needed support so that they can effectively learn and develop the intended competencies.

The following methods can be used to identify children with special learning needs:

- i) Conducting diagnostic assessment;
- ii) Identifying them through observation during the teaching and learning process;
- iii) Being informed by the child's parents or guardians; and
- iv) Using experts from hospitals/health and testing centres.

## **2.2 Teaching Methods that Facilitate Competency Development**

Teaching and learning that facilitates competence development for pre-primary school children is required to take into account the child's performance. As a Pre-primary school teacher, you are required to employ teaching methods that provide the child an opportunity to actively participate in the learning process by doing. Your responsibility is to guide, direct or demonstrate how various activities can be performed. In the selection of the teaching and learning methods, you should consider the following factors:

- i) Children's age and ability;
- ii) Children's special learning needs;
- iii) A child's participation in learning by doing;
- iv) Availability of teaching and learning materials;
- v) Number of children in the class; and
- vi) Activities to be performed by children.

*What methods do you think are appropriate for teaching pre-primary school children?*

Together with your answers, the methods that are recommended to be used in Pre-primary schools are demonstration, observation, project method, role play, songs, plays, story telling, poems, gallery walk, questions and answers, brainstorming and discussions. You are advised to flexibly choose teaching methods considering the children's needs, learners' context and the situation of your class at that particular moment.

## **2.3 Teaching and Learning Materials**

The teaching and learning of young children becomes effective when appropriate teaching and learning materials are used. Teaching and learning materials enable the child to easily grasp the concept being taught as the child uses more than one sensory organs. You are advised to creatively and flexibly use teaching and learning materials which are locally available.

Teaching and learning materials should have various qualities including:

- i) They should be developmentally appropriate to children's age and abilities;
- ii) They should be clean and safe to children
- iii) They should be attractive;
- iv) They should enhance children's curiosity and inquisitiveness;
- v) They should be firm and durable;
- vi) They should promote the development of the intended concepts; and
- vii) They should be sizeable and visible.

During your selection of teaching and learning materials, there are important factors that you should consider. These include the following:

- i) Availability of teaching and learning materials
- ii) All children's needs including those with special needs;
- iii) Activities to be taught;
- iv) Teaching methods to be used in a particular activity;
- v) Number of children in the class; and
- vi) Nature of the environment and the actual situation of the classroom

Some of the teaching and learning materials that you can use for teaching pre-primary school children include puzzle, board game, playing cards, abacus, domino, snake play, draft, counters and toys. Other materials are flash cards, number cards, picture cards, wood pieces, video tapes, television, radio, telephone, Braille machine, Tactile, sign language dictionary, sign language alphabet. Teaching and learning materials that you can use outside the classroom are sand, a variety of see-saws, slides, balls, tyres and ropes.

Also in pre-primary class, there should be learning corners with various learning aids which the children can use during class learning or at their own time according to their interests. Among the corners are Numeracy corner, Science corner, Home corner, Art corner, Shop corner, Language corner (Reading and Writing), Play corner and Sand and Water area which should be outside the classroom. However, the Numeracy, Language and Play corners must be available in every pre-primary education class.

Pre-primary education teaching and learning materials can be obtained through different methods such as making them, purchasing them, improvising them and simply picking

them from the environment. You are supposed to ensure that you prepare adequate teaching and learning materials before entering the class for the purpose of teaching. Additionally, there will be a pre-primary learning kit which contains several teaching and learning materials and instructions on how to use them.

## **2.4 Inclusive Education**

Inclusive education refers to the provision of education where all students including those with special needs learn together in the same class. It is a procedure that takes into account the needs and participation of every child including those with special needs such as the visually impaired, the physically impaired, those with hearing impairment and slow learners. It also takes into account the needs and participation of the most vulnerable children, such as street children, children living in difficult and risky environment and orphans. Inclusive education helps the teacher to identify children's learning barriers so that he/she can design appropriate intervention for them.

### **2.4.1 Inclusive Class**

An inclusive class is one in which all children including those with special needs learn together. The teacher in an inclusive class cooperates with children to perform various activities and creates an environment in which every child feels secure and receives support and encouragement to express his/her ideas and problems. Children in such a class have varying learning needs and challenges. You need to understand well your class in terms of the number of children in that class, children's behaviour and their learning styles so that you can provide the appropriate support.

*What will you do to enable children with special needs in your class to equally learn like their peers?* Together with all the answers that you may have, you need to consider the following:

- i) Children's needs and appropriate learning environment;
- ii) Child participation in the learning process;
- iii) Motivation of children to actively participate in learning;
- v) Parents' involvement in promoting children's development intellectually, physically, socially and spiritually;
- vi) Having in place plans for early screening of the children to identify children with special needs;
- vii) Availability of materials, equipment and tools that match with children needs;
- vii) Providing activities which all children can participate actively; and
- viii) Using learning tasks that match children's various learning styles. For example, some children learn best by seeing, hearing or by doing.



### **2.4.2 Teacher's Role in an Inclusive Class**

In an inclusive class, every child is unique and his/her learning depends on the availability of his/her special learning needs. Thus, your responsibilities as a teacher in an inclusive class will include:

- i) Using participatory teaching methods which meet children's learning needs including provision of equal opportunities to all children;
- ii) Promoting each child's active participation in learning;
- iii) Promoting the development of various skills using teaching and learning materials that children can see, hear, touch, taste and smell. The use of these materials should consider children's health and safety;
- iv) Being together with children during the learning process so as to help them develop an understanding of the intended concepts;
- v) Using appropriate questioning/interviewing techniques
- vi) Assigning children learning activities that involve the use of more than one sensory organ;
- vii) Involving children in the preparation of teaching and learning materials;
- viii) Collaborating with parents in promoting children's development intellectually, physically, socially, spiritually and emotionally.
- ix) Considering gender in teaching and learning

### **2.5 Implementation of Daily Routine**

*What are the activities done in a pre-primary school from the time the child arrives at school until he/she returns home?* Things that are done at school from the time children arrive at school until they get back home constitute the daily routine. Since children have varying abilities and learning needs, the child's learning needs should usually guide you in preparing the daily routine.

*Why is it important to have a time table and procedures in a pre-primary school?* The time table and procedures are important in pre-primary school because they enable the teacher to implement the curriculum and syllabus as well as other responsibilities effectively. Furthermore, school procedures and the timetable help parents/guardians and children to be aware of the sequence of events at school everyday. You are supposed to prepare the timetable as well as procedures and implement them appropriately.

In preparing school daily routine and timetable you are supposed to consider child rights and responsibilities and Child Act No. 21 of 2009. The Act stresses that everything done for the child should be for his/her wellbeing. Taking into account the child's rights and obligations, daily procedures in a pre-primary school are as indicated in Appendix G. Before preparing the daily routine, it is important to identify activities to be performed on daily basis. Nonetheless, the time to start and end the school day should depend on the nature of the environment. Apart from following the time table, you are required to flexibly implement the school schedule in accordance with children's needs at that particular time.

## CHAPTER THREE

### ASSESSMENT OF CHILD PROGRESS IN PRE-PRIMARY EDUCATION

Welcome to chapter four of this Teachers Guide which deals with assessment of child progress. Also you will learn about assessment tools which are used during assessment. Hopefully you will enjoy reading this chapter.

#### **Expected Competences to be Developed by the Teacher**

After studying this chapter you will be able to:

- i) Describe the concept of assessment of child progress
- ii) Identify assessment tools.
- iii) Assess and evaluate child progress

#### **3.1 The Concept of Assessment of Child Progress**

Assessment of child progress is an ongoing observation of changes in a child physically, mentally, socially and emotionally. Assessment and evaluation of the skills learned by the child must rely upon practices that fit expected learning skills and behavior and then change, as appropriate, to support children as they grow and develop. There are some reasons as why children should be assessed. Among these is the desire to know well how children are learning, if they are making progress and meeting proficiency benchmarks and if they are being taught effectively.

##### a) Method of assessment

The ideal method of assessing children is through authentic, naturalistic observations which are done on an ongoing basis. The observation should be done during daily activities, teaching and care routines to describe the development and learning of children. So the assessment is not a one-time event since it is difficult to gather valid and reliable indicators of development from this type of information.

##### b) Context of assessment

As stated above under method, the best context to assess children is through naturalistic observations of children on an ongoing basis. Evidence of children's development abilities comes from ongoing structured observations of naturally recurring behavior in natural, everyday settings and routines (home, school, and community) by teachers and other care takers (parents, relatives and other members of the family). Structured observation schedules and rating scales, as well as other teachable moments and informational interactions with the child, enable educators to capture real-life examples of each child's problem-solving, language, literacy, math, motor and social skills.

### c) Process of evaluation

Teachers should be committed to compile ongoing observation data of every child several times (at least 3 times) each year during the child's education. Assessment is not done as a one-time event; rather it is conducted serially over time to document progress and growth during the child's pre-school period.

### d) Standard-based assessment

Best practice assessment emphasizes that assessment is not conducted separate from child's program or curriculum. Assessment is an integral part of each child's educational program and it drives the curriculum and instruction. Therefore the pre-primary teacher is responsible to closely observe the child's development and growth step by step on a daily basis and document the findings for improvement of the program and development of the child. These changes include:

#### i) Physical development

Physical development involves increase in weight, height and general physical appearance. Together with these changes, other changes which will be assessed are different actions related to psychomotor development which a child would be able to do in a particular stage of his or her age. These include running, playing football, netball and moulding different types of objects, drawing and painting. However, Health services, provision of balance diet and cleanliness should also be observed from the children as they are still growing.

#### ii) Mental development

Mental development is related to the rate of understanding things and performing different skills such as translating, differentiating, comparing, observing and understanding different signs, numbers, letters, drawings, pictures and problem-solving. It also deals with development in communication, listening and self expression skills, using language and vocabulary in developing science and mathematics concepts, asking inquisitive questions and critical thinking.

#### iii) Social and emotional development

This area is related to changes of behavior, emotional management, relationships with others, readiness to perform, imitating, cooperating with others, communication, self-esteem, self-worth and valuing others. Others are valuing and protecting things around his or her environment, resilience, citizenship and positive thoughts.

The following aspects should be considered in the assessment of child's progress:

- i) Each child is unique so his or her needs should also be considered unique
- ii) A child should be assessed on his/her own and not compared with others
- iii) A child should be assessed step by step in the learning process.
- iv) Recommended indicators should be used to identify the level of changes exhibited by each individual child

The collected information from the assessment will provide a real picture of the child's changes stage by stage in different domains at different periods of time.

### **3.2 Types of Assessment**

There will be three main types of assessment of child development as follows:

a) Placement assessment

This type of assessment is done by a pre-primary school teacher to identify the child's knowledge, skills and abilities and things that the child is able to do before the child starts learning. This type of assessment will be done as soon as the child arrives at school for the first time. Moreover, this type of assessment will enable the teacher to identify individual child's developmental and learning needs and provide the needed intervention. In addition, this type of assessment will be used to identify three-to-four-year-olds children who demonstrate readiness for enrolling in pre-primary schools. You are advised to use the indicators outlined in the form indicating the readiness of the child (Annex H) in order to register a child of 3 or 4 years in pre-primary education class. Apart from the form, you should also use other indicators depending on the needs of the child and the existing environment.

b) Formative assessment

This is the continuous assessment which is carried out throughout the time of teaching and learning inside and outside the classroom. This type of assessment will enable the teacher to identify the child's progress in achieving the expected competences. The assessment of young children shall not involve the use of written examinations; rather will depend on observations of the daily activities performed by a child. The methods or techniques that will be used may include observations, interviews and use of pictures that show different learning episodes of the child, audio recording and video recording. The tools involved in the assessment of child development include checklist, portfolio, questionnaire and child development form.

c) Diagnostic assessment

This is the type of assessment which is concerned with persistent or recurring developmental and learning difficulties that are left unresolved by the formative assessment. The purpose of diagnostic assessment is to determine the causes of developmental or learning problems and formulate plans for appropriate intervention. Screening is part of the diagnostic assessment and targets to obtain information about individual children who are at risk of academic failure or are potentially in need of special education services. The information thus obtained will enable the teacher to provide the child with appropriate intervention.

d) Summative assessment

This type of assessment is done at the end of the course when the teacher assesses the progress of the child since he/she started pre-primary class up to the end when he/she finishes the course.

### 3.3 Assessment Tools

Child assessment in schools depends on frequent assessment done by a teacher. It also depends on the type of tool of assessment used. *How are you going to conduct assessment to pre-primary?* Assessment in children is obtained by using reliable and valid assessment tools such as portfolio, observation schedule, anecdotal notes, checklists, questionnaires, interview schedule, cumulative forms of assessment of children progress, clinic card and rating scales. These are reliable methods of documenting child's progress and learning ability. However, to fully understand child's development, a family-centered focus is important. Parents and educators should work together as a team. Parents witness their children's functioning and behavior in a wide variety of contexts and their inputs are valued as part of the child's overall assessment.

The information obtained from these tools will support you in identifying the extent of assessment to which a child excelled. All information related to child assessment progress should be kept in special forms for quick accessibility and reference when needed. The forms should indicate different activities done by a child based on recommended indicators. The following are short descriptions of child assessment tools:

- i) **Portfolio**  
Portfolio is a collection of child's work samples and other products. It provides documentation of a child's achievement in specific areas overtime. These may include pictures, writing work samples, videotapes. Teachers should make sure the portfolio is not a dumpster but a thoughtful collection of materials that documents learning over time. Teachers also should make sure they provide portfolio to each child for assessment. Assessment has to cover all learning domains that is cognitive, psychomotor and affective.
- ii) **Checklist**  
This tool contains a list of behaviors identifying children's skills and knowledge. It enables teachers to observe and easily check for what children know and are able to do. All domains of learning should be covered in the checklist. The checklist should also include criterios which will be considered in the assessment and they should be similar to what you want to assess. Appendix C shows an example of a checklist which assess specific competencies.
- iii) **Interview**  
Interview deals with engaging children in face to face discussion through questions. It allows children to explain behavior, work samples, or particular answers. Questions at all levels of Bloom's taxonomy should be asked in order to gain insight into children's learning. Through this tool the teacher collects all information from the child and sometime his parents or gurdian who takes care of the child. The information collected helps to identify the child's problems and needs for improvement. Appendix D shows an example of an interview schedule.

- iv) **Questionnaires**  
This tool contains questions which assess child's progress, both gross motor, fine motor, language functions and social-emotional development and adaptive skills. These questionnaires can be prepared by a teacher and worked on by anybody who collects information on child growth and development.
- v) **Anecdotal Record**  
This tool of assessing child progress provides insight into a particular behavior provides a basis for planning a specific teaching strategy. It records only what is observed or heard. It deals with facts and should include the setting e.g where the behavior occurs and what is said and done.
- vii) **Cumulative Form of Assessment of Children Progress**  
Children assessment progress can also be done by using cumulative card of the child which shows the child's development in all learning domains in a particular period of time. This form also contains enough information on the behavior and health of children. It can be filled after one month, at the end of the term or year depending on the need of the teacher. Appendix E shows an example of a cumulative form of assessment.

You are also required to prepare a general report on assessment progress for each child. This report will indicate what the child has learnt, his or her performance in different skills, the competence developed and general assessment on behavior and health. Appendix F shows an example of cumulative form of assessment of a child.

Teacher, after assessing the progress of the child, a correct record of the assessment should be kept safely so that they can be used to evaluate child's progress at various stages. These reports can also be used when communicating with stakeholders including parents/guardians in the course of solving growing and learning problems and for the general improvement of the programme.

### **3.4 Evaluation of Child Development**

Evaluation is the process of analyzing and translating data or information resulting from assessment for the purpose of making decision. Evaluation also helps in improving services and provides proper intervention for children's development. Evaluation is used to determine the existence of a delay or disability, to identify the child's strengths and weakness in all areas of learning and development.

The general advantage of evaluating child's progress is to identify different challenges related to child's care and development and plan on how to deal with those challenges. Evaluation can be done at the beginning, during teaching and learning process or at the end. However, after evaluation you can find that the child has or has not reached the intended level of performance. As a teacher when you find out that the child has not reached their intended level of competence, you are required to improve your teaching and plan for future development of the child.

## CHAPTER FOUR

### TEACHING AND LEARNING OF COMPETENCIES IN PRE-PRIMARY EDUCATION

Availability of a good curriculum is one thing, but effective implementation of that curriculum is another thing that you need to consider. This chapter describes how you will implement the Pre-Primary Education Curriculum and Syllabus. You will learn how to make preparations for teaching and how to teach the competencies identified in the syllabus.

#### **Expected Competences to be Developed by the Teacher**

After studying this chapter, you will be able to:

- i) Make appropriate teaching preparations;
- ii) Identify appropriate teaching and learning methods and materials which will help children in developing the intended competencies outlined in the curriculum;
- iii) Explain how to assess activities performed by the child.

#### **4.1 Preparations for Teaching**

Teaching preparation is the basic thing that you need to do before teaching. In order to teach effectively, there are important preparations you are supposed to make. These include preparing a Scheme of work and a Lesson plan, preparing lesson notes as well as teaching and learning materials basing on the intended competency to be developed.

##### **4.1.1 Scheme of Work**

A scheme of work refers to a plan that you personally prepare to enable you teach the main competency identified in the syllabus. This plan shows how the main competency is broken down into specific competences to be taught within a specified period of time. The structure of the scheme of work is shown in Appendix A. Description of the components of the scheme of work is provided in the following sections.

##### *Main Competency*

This refers to the child's ability to accurately perform an activity after engaging in learning activities over a certain period of time. The main competency is built by several specific competences to be developed by the child step-by-step.

##### *Specific Competency*

This is the ability a child develops to enable him/her use the knowledge and skills he has acquired to perform various activities within a specified period.

### *Activities to be performed by the Child*

These are activities that a child is supposed to perform so as to develop the expected competency. There are main activities which are outlined in the syllabus and specific activities which are outlined in this guide. You are supposed to decide which activities are to be performed by the child so as to accomplish the respective specific activity.

### *Month*

This indicates the month in which you will help the learner develop the respective competency.

### *Week*

Here you indicate weeks of the month in which the respective activity will be performed.

### *Number of Periods*

It is the approximated time that will be spent for the teaching and learning of a specific competency through the activities to be performed by the child. The approximated time is in the form of periods whereby each period lasts for 20 minutes. However, such an approximated time may vary depending on the teaching and learning environment.

### *Teaching and Learning Materials*

These are materials which are used during the teaching and learning process to enable the child perform the different activities.

### *Assessment Tools*

These are tools which are used for assessing the child's progress in various activities so as to enable him/her develop the specific competences.

### *References*

This refers to books, publications and other sources of knowledge that the teacher consults to facilitate the development of the respective competencies.

### *Remarks*

In this section you write your remarks regarding the extent to which the intended competency has been attained through the teaching and learning process.

### **4.1.2 Lesson Plan**

This is a plan which is prepared by the teacher to be used during the teaching and learning process. In the lesson plan, you indicate how you will teach the respective activity, the materials to be used and the time allocated for that activity. The lesson plan has the following components: Main competency, specific competency, main activity, specific activity, teaching and learning aids, references, teacher's activities, activities to be performed by the child, recommended performance indicators, reflection, evaluation of teaching and learning and remarks. The structure of the lesson plan is as indicated in



Appendix B. The description of these components are similar to those of the syllabus except for the following components which are not part of the syllabus.

#### *Activities to be Performed by the Teacher*

These are activities that the teacher performs so as to enable a child develop the intended competencies.

#### *Activities to be Performed by a Child*

These are activities that a child performs so as to develop the expected specific competency.

#### *Recommended Performance Indicators*

These are actions demonstrated by the child signifying that he/she had developed the intended competency over a specified period of time.

#### *Reflection*

The aim of this part is to provide you with an opportunity to reflect on instructional progress and improve your teaching skills. You can use questions and answers to identify new things children have learnt and challenges arises in that process so as to improve the next lesson.

#### *Evaluation of Teaching and Learning*

You are required to reflect on the teaching and learning process so as to identify whether the goal of teaching and learning has been attained or not. This will enable you to understand the effectiveness of teaching and learning activities.

#### *Remarks*

In this part you are required to write your comments on the teaching and learning process according to the level in which the intended competence has been achieved or not. If pupils failed to reach the intended competence, you are supposed to give reason and measures to be taken to rectify the situation.

Remember that preparation for teaching and learning goes hand in hand with preparation of lesson notes. The lesson notes entails the subject matter content that you prepare to enable you teach the respective competency.

### **4.2 Enabling Children to Develop Competencies**

Having learned how to make preparations for teaching, in this section you will learn how to enable the child develop the intended competencies. Pre-primary education curriculum stresses development of child's competency in the following areas:

- Ability to Relate to others
- Ability to Communicate
- Ability to Care for his/her Health

- Ability to Care for the Environment
- Ability to Master Artistic Skills
- Apply Mathematical Concepts.

To enable the child develop these competencies, it is critical to consider teaching and learning methods and materials, activities the child is supposed to perform and assessment tools. For each competency, there are recommended teaching and learning methods, teaching and learning materials and the activities that a child is supposed to perform. However, you can flexibly use other teaching and learning methods, teaching and learning materials and activities as long as they help children develop the intended competencies.

#### **4.2.1 Enabling a Child to Develop Ability to Relate to Others**

A child's effective learning is largely determined by social relationship skills a child has acquired. These skills enable the child to develop mentally, physically, socially and emotionally. *How will you enable the child to develop social relationship skills?* Together with the answers that you may have, you are required to promote positive relationship between you and the children, among children and between the children and the neighbouring community. You also need to be a good role model as children learn best by observing their. In this area, you will guide children to do the following: Caring for one another, respecting one another and exercising self control. You can also involve children in other aspects of life that will enable them develop positive relationships with others.

#### **Things to consider**

Since children's home backgrounds differ significantly, it is necessary to consider customs and traditions of the respective communities.

##### **4.2.1.1 Enabling a Child to Develop a Caring Attitude**

For children to be able to develop a caring attitude, it is necessary to demonstrate that you care for them, other people and objects in the environment. You should make sure that you care for children during the teaching process. Moreover, you are supposed to guide children to perform various activities that will enable them to develop a caring attitude. These activities include introducing each other and cooperating in various activities.

#### **Importance of Enabling a Child to Develop a Caring Attitude**

A child with a caring attitude cares for himself/herself and for others. He/she also cares for time, rules and regulations and for the activities he/she performs. All these enables a child to learn better.

#### **Teaching and Learning Methods**

Demonstration, case study, story telling, role play, games, questions and answers.

#### **Teaching and Learning Materials**

Television, video tapes, radio, pictures/photographs, diagrams and story books chalk board.

## **Activity 1: Enabling Children to Introduce one Another**

Guide the children to:

- i) Introduce themselves by mentioning their full names and their sex;
- ii) Mention their parents'/guardians' names and the names of people they live with;
- iii) Mention the names of the places where they live;
- iv) Mention the name of the school where they study;
- v) Introduce other children by mentioning their names; and
- vi) Mention the names of other people whom they are related to.

### **Assessment**

Use assessment tools to determine if the child is able to:

- i) Introduce himself/herself by mentioning his/her full names and sex
- ii) Mention the name of the place where he/she lives
- iii) Mention the names of other people whom they are related to.

## **Activity 2: Enabling Children to Participate in Various Activities**

Guide the children to:

- i) Mention different games they play at home;
- ii) Play the games they have mentioned;
- iii) Participate in group plays;
- iv) Mention the activities they perform at home;
- v) Participate in various activities in school; and
- vi) Explain the importance of working cooperatively

### **Assessment**

Use assessment tools to determine if the child is able to:

- i) Play cooperatively
- ii) Demonstrate patience
- iii) Participate in different activities

#### **4.2.1.2 Enabling a Child to Respect Himself/Herself and Others**

You should guide the child to develop the character of respecting himself/herself and other people as well as valuing them regardless of colour, religion, gender and ethnic group. If a child is enabled to develop this character, he/she will become beneficial to the society. You can guide them to perform various activities which portray good manners.

#### **The Importance of Enabling a Child to Respect Himself/Herself and Others**

You should note that a child with good character of respecting himself/herself and other people, will learn better, get along with his/her peers and live well in the surrounding community.

#### **Teaching and Learning Methods**

Demonstration, case study, role play, games, story telling

#### **Teaching and Learning Materials**

Pictures/photographs, diagrams, television, radio, balls, playcards, dice and books

#### **Activity 1: Enabling Children to Greet One Another**

Guide the children to:

- i) Demonstrate how they greet each other;
- ii) Demonstrate how they greet people at home;
- iii) Greet people according to age;
- iv) Dramatize various greeting styles

#### **Assessment**

Use assessment tools to determine if the child is able to:

- i) Demonstrate actions which portray various greeting styles
- ii) Greet people according to age

#### **Activity 2: Enabling children to Identify Actions that Reflect Good Manners**

Guide the children to:

- i) Mention various actions which they perform in their environment;
- ii) Identify actions that reflect good manners
- iii) Identify actions that reflect bad manners
- iv) Perform actions that reflect good manners

#### **Assessment**

Use assessment tools to determine if the child is able to identify actions that reflect good manners.

### **Activity 3: Enabling Children to Identify Appropriate Clothes According to the Environment**

Guide the children to:

- i) Mention dress codes appropriate in various contexts and situations (at school, at home, at a place of worship, during sports or when its hot/cold/rainy)
- ii) Mention inappropriate dressing in various contexts and situations
- iii) Perform actions that reflect appropriate dressing

#### **Assessment**

Use assessment tools to determine if the child is able to identify appropriate clothes in defferent contexts and situations.

#### **4.2.1.3 Enabling a Child to Develop Ability for Self Control**

Self control is critical for a child's positive relationship with other people in his/her environment. In this area, you will help the child develop readiness to master his/her environment by perfoming different activities independently, caring for objects and use acceptable ways of controlling his/her feelings. To best promote the child's ability for self control, you will enable the child to develop an ability to have self control over his/her environment. A child can develop such ability by performing various actions independently, caring for objects in his/her environment and using acceptable ways to control his/her feelings.

#### **The Importance of enabling a Child to Develop Ability for Self Control**

If you enable the child develop ability for self control, it will help him/her to master his/her surrounding environment.

#### **Teaching and Learning Methods**

Role plays, songs, story telling, discussion, plays, drama and case study,

#### **Teaching and Learning Materials**

Puzzle, equipment/materials for personal cleanliness, dolls, television and video tapes.

### **Activity1: Enabling Children to Perfom Actions that Demonstrate a Sense of Independence**

Guide the children to:

- i) Perform actions which show how to dress and undress clothes
- ii) Perform actions that demonstrate ability to zip/unzip clothes, button/unbutton clothes, tie/untie shoes, put/remove bottle caps)

iii) Perform personal cleanliness

iv) Eat by themselves

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Demonstrate actions reflecting the act of dressing and undressing
- (ii) Zip/unzip clothes, button/unbutton clothes, tie/untie shoes, put/remove bottle caps
- (iii) Perform personal cleanliness
- (iv) Eat by himself/herself

### **Activity 2: Enabling Children to Identify how to Control Feelings**

Guide the children to:

- (i) Mention actions reflecting one's feelings
- (ii) Identify actions that help children to control feelings
- (iii) Explain how to control feelings
- (iv) Perform actions that show how to control feelings

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Identify actions that help to control feelings
- (ii) Demonstrate how to control feelings

### **Activity 3: Enabling Children to Develop a Habit of Caring Things**

Guide the children to:

- (i) Mention various places for keeping things
- (ii) Explain the importance of keeping things
- (iii) Keep things in a proper place
- (iv) Use and return things in the right place

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Keep things in a proper arrangement
- (ii) Use and return things to their proper places

### **4.2.2 Enabling a Child to Develop Ability to Communicate**

Communication skills are necessary for a child's mental, social and emotional wellbeing. *How will you enable a child to develop the ability to communicate with others?* Together with your answers, you need to ensure that you provide the child an opportunity to perform actions that involve listening and speaking fluently.

To promote a child's ability to communicate, you will guide the child to listen, to speak, to develop pre-reading and pre-writing skills. Besides, you can let children participate in other aspects that enable them to develop the ability to communicate using Information

and Communication Technology (ICT). You should note that your class has children with diverse needs. If there are children with special needs, you are supposed to identify them early and provide appropriate interventions which will enable them to communicate fluently.

### **Things to consider**

Children come from communities with different customs and traditions. Thus, it is important to consider customs and traditions of the respective communities in order to develop their ability to communicate.

#### **4.2.2.1 Enabling a Child to Develop Listening Skills**

To enable a child develop listening skills, you need to use objects, techniques and actions that enhance listening skills. You should be a good role model in showing children how to listen to them and other people. Listening skills will enhance child's readiness for learning as it enables him/her follow instructions in doing different activities inside and outside the classroom.

#### **Importance of Enabling a Child to Develop Listening Skills**

A child with good listening skills will be knowledgeable and keen in following instructions and directives. He/she will also be able to communicate, receive information and work with them accordingly.

#### **Teaching and Learning methods**

Role play, songs, story telling, discussion, questions and answers, games na drama.

#### **Teaching and Learning Materials**

Drawings, photographs/pictures, radio, television, drums, whistle, traditional music instruments ("binyanga', 'manyanga', 'kayamba') video tapes, key board and piano.

#### **Activity 1: Enabling Children to Recognize Objects that Produce Sound**

Guide the children to:

- (i) Mention objects that produce sound
- (ii) Listen to various objects that produce sound
- (iii) Identify various sounds they have heard in their environment
- (iv) Produce different sound produced by objects, people and animals.

#### **Assessment**

Use assessment tools to determine if the child is able to identify objects that produce sound.

#### **Activity 2: Enabling Children to Listen to Songs, Conversations and Short Stories**

Guide the children to:

- (i) Listen to songs, identify characters and identify the message conveyed in each song

- (ii) Listen to conversations, identify characters and tell the message in each conversations
- (iii) Listen to stories, identify characters and state the message conveyed in each story

### **Assessment**

Use assessment tools to determine if the child is able to listen to songs, conversations and short stories and provide the message for each.

### **Activity 3: Enabling Children to Develop Ability to Listen to Instructions/Directives**

Guide the children to:

- (i) Listen to instructions and act accordingly
- (ii) Receive directives and act accordingly
- (iii) Mention instructions/directives which they are often given in their environment.

### **Assessment**

Use assessment tools to determine if a child is able to receive instructions/directives and act accordingly.

### **Activity 4: Enabling Children to demonstrate Transfer of information/Share Games**

Guide the children to:

- (i) Mention information transfer/sharing games they are familiar with
- (ii) Listen and transfer information to one another
- (iii) Explain the provided information
- (iv) Perform actions which show transfer/sharing of information about events that occur at home and at school

### **Assessment**

Use assessment tools to determine if the child is able to give and receive the message correctly.

#### **4.2.2.2 Enabling a Child to Develop Speaking Skills**

To every person, speaking is an important component of communication. To ensure that a child develops speaking skills, you need to provide him/her with the opportunity to speak. To accomplish this, you will enable the child master his/her environment by doing various activities that promote speaking skills, including greeting people, making introduction, singing, making discussions and telling stories. Provide the child opportunity to explain his/her likes and dislikes.

### **The Importance of enabling a Child to Develop Speaking Skills**

Speaking skills are necessary to enable the child develop the ability to communicate, develop relationships, become confident and learn easily.

### **Teaching and Learning Methods**

Role play, songs, story telling, discussion, questions and answers, plays, drama and debate.



## **Teaching and Learning Materials**

Drawings, photographs/pictures, telephone, story telling, books, television, video tapes.

### **Activity 1: Enabling Children to Participate in Discussions/Conversations**

Guide the children to:

- (i) To mention important points to consider when discussing/conversating
- (ii) Conduct discussion/conversation
- (iii) Participate in games that involve arguing against each other

#### **Assessment**

Use assessment tools to determine if the child is able to:

- i) Use language correctly
- ii) Pronounce words correctly
- iii) Participate in games involving arguing against each other effectively

### **Activity 2: Enabling Children to Try out and Solve Riddles**

Guide the children to:

- (i) Mention riddles which they are familiar with
- (ii) Try-out riddles they are familiar with
- (iii) Respond to riddles that have been asked

#### **Assessment**

Use assessment tools to determine if the child is able to try-out and respond to riddles.

### **Activity 3: Enabling Children to Sing Various Songs**

Guide the children to:

- (i) Mention songs they are familiar with
- (ii) Sing songs they like most and explain the message in those songs
- (iii) Sing songs and perform actions which are related to the songs

#### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Pronounce words in the songs they sing correctly
- (ii) Sing different songs
- (iii) Explain the messages in the songs he/she has sung

### **Activity 4: Enabling Children to Tell Various Stories**

Guide the children to:

- (i) Mention stories that they know
- (ii) Tell stories and explain the message from the stories
- (iii) Mention the main characters in the stories.
- (iv) Dramatize actions related to the stories

#### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Tell stories
- (ii) Identify message from stories

### **Activity 5: Enabling Children to Explain Daily Activities**

Guide the children to:

- (i) Mention activities which they perform daily at home
- (ii) Explain activities which they perform daily at school
- (iii) Dramatize activities they perform in their environment

#### **Assessment**

Use assessment tools to determine if the child is able to explain activities which he/she performs daily.

### **Activity 6: Enabling Children to Explain the Things they Like/Dislike**

Guide the children to:

- (i) Mention things which are available in their environment.
- (ii) Explain the things they like and why they like them
- (iii) Explain the things they dislike and why they dislike them.

#### **Assessment**

Use assessment tools to determine if the child is able to explain the things he/she likes / dislikes.

#### **4.2.2.3 Enabling a Child to Master Pre-reading Skills**

Pre-reading skills entail skills that a child is expected to develop before he/she can actually read. They enable a child to develop communication ability. *How will you enable the child master pre-reading skills?* With all answers you may have, the following activities will enable the child develop pre-reading skills: to observe various photographs/pictures, observing publications, pronouncing first sounds of the names of people and objects, mentioning the names of objects whose first sounds are similar and pronouncing sounds of the alphabets (vowels and consonants).

#### **Importance of Mastering Pre-reading Skills**

Pre-reading skills will enable the child to learn how to read step-by-step.

#### **Teaching and Learning Methods**

Demonstration, case study, plays, project work, observation, story telling, study tours, songs

#### **Teaching and Learning Materials**

Flash cards and alphabet cards of vowel (a e i o u) and consonants (b, m, k, d), photographs and pictures of objects whose names begin with vowels and consonants.

#### **Activity 1: Enabling Children to Observe Photographs/Pictures**

Guide the children to:

- (i) Collect various photographs/pictures
- (ii) Choose photographs/pictures they like
- (iii) Analyze the photographs/pictures they have chosen
- (iv) Explain what is shown in the photographs/pictures they have chosen
- (v) Draw pictures of their choices

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Show feelings/emotions when observing photographs/pictures which she/he has been given
- (ii) Explain what the photographs/pictures that they have selected show.

### **Activity 2: Enabling Children to Develop Print Awareness**

Guide the children to:

- (i) Analyze various books/publications
- (ii) Handle books and other publications appropriately
- (iii) Observe and develop print awareness

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Analyze various books, photographs/pictures and publications
- (ii) Handle books and publications appropriately.

### **Activity 3: Enabling Children to Identify Various Names/Words**

Guide the children to:

- (i) Mention various names/words they are familiar with
- (ii) Observe photographs/pictures and mention the names of the objects they have observed.
- (iii) Mention the names of objects they see in their surrounding environment
- (iv) Mention the names of groups of objects

### **Assessment**

Use assessment tools to determine if a child is able to mention the names of people and objects.

### **Activity 4: Enabling Children to Pronounce Vowels (a, e, i, o, u)**

Guide the children to:

- i) Observe different pictures of things whose names begin with vowels (a, e, i, o, u)
- ii) Pronounce the first sounds of names of those pictures.
- iii) Practice pronunciation of the first sounds of names which begin with vowels.
- iv) Sing songs about vowels.

### **Assessment**

Use assessment tools to determine if a child is able to pronounce sounds of vowels correctly.

### **Activity 5: Enabling Children to Relate Vowels (a, e, i, o, u) with Their Respective Sounds**

Guide the children to:

- i) Observe vowel letter cards.
- ii) Relate vowel letters with their respective sounds.
- iii) Pronounce vowel sounds orderly.

### **Assessment**

Use assessment tools to determine if a child is able to relate vowel letters with their respective sounds.

### **Activity 6: Enabling Children to Identify Pictures with Names Which Begin With Vowels (a, e, i, o, u)**

Guide the children to:

- i) Observe pictures and mention names of things they see which begin with vowel letters.
- ii) Mention different names they know which begin with vowel letters.
- iii) Draw pictures with names which begin with vowels.
- iv) Perform actions which identify vowel letters (through plays/games and songs).

### **Assessment**

Use assessment tools to determine if a child is able to mention names which begin with vowel letters.

### **Activity 7: Enabling Children to Pronounce Consonants (b, m, k, d)**

Guide the children to:

- i) Observe different pictures of things which their names begin with consonants (b, m, k, d).
- ii) Pronounce the first sounds of names of those pictures.
- iii) Practice pronunciation of the first sounds of names which begin with consonants.

### **Assessment**

Use assessment tools to determine if a child is able to pronounce sounds of consonants correctly.

### **Activity 8: Enabling Children to Relate Consonants (b, m, k, d) with Their Respective Sounds**

Guide the children to:

- i) Observe consonant letter cards.
- ii) Relate consonant letters with their respective sounds.
- iii) Practice relating consonant letters with their respective sounds.

### **Assessment**

Use assessment tools to determine if a child is able to relate consonant letters and their respective sounds.

### **Activity 9: Enabling Children to Identify Pictures with Names Which Begin With Consonant (b, m, k, d)**

Guide the children to:

- i) Observe pictures and mention names of things they see which begin with consonant letters.
- ii) Mention different names they know which begin with consonant letters.
- iii) Draw pictures with names which begin with consonants.
- iv) Perform actions which identify consonant letters (through plays/games and songs).

## **Assessment**

Use assessment tools to determine if a child is able to mention names which begin with consonant letters.

### **4.2.2.4 Enabling a Child to Develop Pre-writing Skills**

The development of pre-writing skills entails promoting a child's ability to sit properly, to hold writing materials properly and to write. If the child is able to use writing materials, he/she can communicate his/her ideas/feelings through writing. To enable the child develop these skills, it is necessary to guide him/her during early writing activities. These include enabling him to do exercises involving hand and finger muscles, drawing lines, drawing various shapes, moulding various objects, and tracing shapes of letters as well as writing the letters of the alphabet.

### **The Importance of Enabling the Child to Develop Pre-writing Skills**

If the child is enabled to develop pre-writing skills, he/she will be able to communicate through writings. He/she will also be able to communicate his/her feelings through writings.

## **Teaching and Learning Methods**

Songs, games, demonstration, project work, role play, questions and answers.

## **Teaching and Learning Materials**

Video tapes, computer, wood pieces, pencil, chalk, eraser, box pieces, sand, letter cards, letters of the alphabet, rough letters, stencil, a pair of scissors, plant seeds, beads, flip chart, and writing slates.

### **Activity 1: Enabling children to do Various Exercises that Strengthen their Hand and Finger Muscles**

Guide the children to:

- (i) Mention actions that involve exercises of hand and finger muscles
- (ii) Perform exercises which strengthen hand and finger muscles
- (iii) Play various games which strengthen hand and finger muscles

## **Assessment**

Use assessment tools to determine if the child is able to perform actions that strengthen hand and finger muscles.

### **Activity 2: Enabling children to Use Drawing/Writing Materials**

Guide the children to:

- (i) Mention writing/drawing materials they are familiar with
- (ii) Hold and use writing/drawing materials appropriately
- (iii) Practice using writing/drawing materials

### **Assessment**

Use assessment tools to determine if a child is able to use writing/drawing materials appropriately.

### **Activity 3: Enabling Children to Draw Lines**

Guide the children to:

- (i) Practice drawing lines in the air and on sand
- (ii) Draw lines on writing slates, papers and on boxes from the top the bottom
- (ii) Draw lines on writing slates, papers, and on boxes from left to right

### **Assessment**

Use assessment tools to determine if the child is able to draw lines appropriately.

### **Activity 4: Enabling Children to Mould/Construct Shapes of Vowels (a e i o u)**

Guide the children to:

- (i) Identify materials which are used to mould/construct various vowel shapes
- (ii) Mould/construct shapes of vowels step-by-step
- (iii) Practice moulding/constructing shapes of vowels

### **Assessment**

Use assessment tools to determine if the child is able to mould shapes of vowels

### **Activity 5: Enabling Children to Trace Shapes of Vowels (a e i o u)**

Guide the children to:

- (i) Trace shapes of vowels
- (ii) Trace shapes of vowels using various objects
- (iii) Practice tracing vowels using drawing colours

### **Assessment**

Use assessment tools to determine if a child is able to:

- (i) Trace the prepared shapes of vowels correctly
- (ii) Trace shapes of vowels using various objects

### **Activity 6: Enabling Children to Write Vowels (a e i o u) Step-by-step**

Guide the children to:

- (i) Write vowels in the air step-by-step
- (ii) Write vowels on sand step-by-step
- (iii) Write vowels on slates step-by-step
- (iv) Write vowels on papers step-by-step

### **Assessment**

Use assessment tools to determine if the child is able to write vowels

### **Activity 7: Enabling Children to Mould/Construct Shapes of Consonants (b, m, k, d)**

Guide the children to:

- i) Identify materials which are used to mould/construct various shapes of consonants

- ii) Mould/construct shapes of consonants
- iii) Practice moulding/constructing consonants

**Assessment**

Use assessment tools to determine if a child is able to mould/construct consonants shapes

**Activity 8: Enabling Children to Trace Shapes of Consonants (b, m, k, d)**

Guide the children to:

- (i) Trace shapes of consonants
- (ii) Trace shapes of consonants using various objects
- (iii) Practice tracing consonants using different colours

**Assessment**

Use assessment tools to determine if the child is able to:

- i) Trace shapes of the consonants
- ii) Trace shapes of the consonants using different objects

**Activity 9: Enabling Children to Write Consonants (b, m, k, d)**

**Step-by-step**

Guide the children to:

- i) Write consonants in the air step-by-step
- ii Write consonants on sand step-by-step
- iii) Write consonants on slates step-by-step
- iv) Write consonants on paper step-by-step

**Assessment**

Use assessment tools to determine if a child is able to write consonants correctly

**4.2.3 Enabling a Child to Develop ability to Care for his/her Health**

This part is intended to enable the child to develop ability for caring for his/her health. You should understand that a child learns well if he/she is in good health. Research shows that mental health is largely dependent on physical health. Thus, caring for health is a matter of high priority. *How can you enable children develop ability to take care of their health?* Certainly, you need to enable them to identify parts of the body and how to care for them, to take care of their clothes, to clean eating utensils, to eat balanced diet as well as to identify various diseases that can affect their health and how to prevent themselves against the diseases.

**Things to Consider**

At this level, you are advised to teach children the external parts of the body. You should also consider customs and traditions of the respective communities.

#### **4.2.3.1 Enabling a Child to Identify External Parts of the Body and Their Functions**

You are required to enable children to recognize the external parts of the body and their functions.

#### **Importance of Enabling Children to Identify External Parts of the Body**

It is necessary for a child to recognize the external body parts so that they can take care of them.

#### **Teaching and Learning methods**

Songs, observation, discussion, questions and answers, brainstorming, games, drama, riddles and case study

#### **Teaching and Learning Materials**

Photographs/pictures, books, models of the human body, flip chart, drawings and charts showing parts of the body.

#### **Activity 1: Enabling Children to Identify the External Parts of the Body**

Guide the children to:

- (i) Mention various parts of the body
- (ii) Identify the external parts of the body
- (iii) Show the external parts of the body
- (iv) Sing songs that describe external parts of the body

#### **Assessment**

Use assessment tools to determine if a child is able to:

- (i) Mention external parts of his/her body
- (ii) Show the external parts of his/her body

#### **Activity 2: Enabling Children to Explain the Functions of the External Parts of the Body**

Guide the children to:

- (i) Mention the external parts of your body
- (ii) Explain the functions of the external parts of the body
- (iii) Perform actions using the external parts of the body

#### **Assessment**

Use assessment tools to determine if the child is able to explain the functions of the external parts of the body.

#### **Activity 3: Enabling Children to Use Sensory Organs to Identify things in the Environment**

Guide the children to:

- (i) Mention the sensory organs
- (ii) Describe the function of sensory organs
- (iii) Use sensory organs to recognize things in the environment



## **Assessment**

Use assessment tools to determine if the child is able to mention and use sensory organs to identify things in the environment.

### **4.2.3.2 Enabling a Child to Develop Personal Hygiene Skills**

A child is supposed to develop skills for caring his/her body. This is accomplished if the child develops the ability to recognise materials and equipment used for doing body cleanliness and how to use them. To master such skills, the child needs to be guided to explain the procedures to be followed when cleaning different parts of the body.

### **Importance of Enabling a Child to Develop Personal Hygiene Skills**

Keeping the body clean is an important aspect if children are to become healthy and protect themselves from diseases.

### **Teaching and Learning Methods**

Songs, role play, demonstration, questions and answers, discussion, brainstorming, observation, games, drama, story telling.

### **Teaching and Learning Materials**

Charts, photographs/pictures, books, video tapes, soap, water, washing material, basin, towel, body oil.

### **Activity 1: Enabling Children to Identify Equipment for Cleaning the Body**

Guide the children to:

- (i) Mention equipment/materials they can use to clean their bodies
- (ii) Observe various equipment/materials used for cleaning the body
- (iii) Explain the uses of body cleaning equipment/materials

### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Mention equipment he/she uses for cleaning his/her body
- (ii) Explain the uses of each equipment

### **Activity 2: Enabling Children to Clean their Body**

Guide the children to:

- (i) Explain how they clean their body
- (ii) Show how to clean the external parts of the body step-by-step
- (iii) Observe how body cleanliness is done properly

### **Assessment**

Use assessment tools to determine if the child is able to to clean the body step-by-step.

### **Activity 3: Enabling Children to Explain the Importance of Cleaning the Body**

Guide the children to:

- (i) Demonstrate activities reflecting cleaning of their body
- (ii) Explain the importance of cleaning their body

(iii) Explain the effects of not cleaning their body

#### **Assessment**

Use assessment tools to determine if the child is able to explain the importance of cleaning the body.

#### **4.2.3.3 Enabling a Child to Develop Skills for Caring for their Clothes**

Skills associated with caring of clothes are intended to enable the child develop the habit of being clean and maintain his/her health. To enable the child develop such skills, you need to guide them to identify equipment/materials used for cleaning clothes, wash and fold clothes as well as to develop the habit of wearing shoes.

#### **Importance of Enabling a Child to Develop Skills for Caring for his/her Clothes**

Skills for caring clothes help the child to be clean, smart and avoid diseases. It is important for the child to develop the habit of washing his/her clothes and keep them in a proper place.

#### **Teaching and Learning Methods**

Demonstration, case study, story telling, drama, songs, plays, questions and answers, gallery walk, jigsaw, think-pair-share.

#### **Teaching and Learning Materials**

Television, video tapes, radio, photographs/pictures, soap, water, bucket, wash basin, towel, iron, cloth cabinet, cloth-busket, dirty clothes, shoes and socks.

#### **Activity 1: Enabling Children to Identify Equipment for Washing Clothes**

Guide the children to:

- (i) Mention equipment for washing clothes at home
- (ii) Explain how to use equipment for washing clothes at home
- (iii) Explain how to keep the equipment for washing clothes clean and secure

#### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Mention equipment used for washing clothes
- (ii) Explain the uses of each of the identified equipment
- (iii) Explain how to keep the washing equipment clean and secure

#### **Activity 2: Enabling Children to Develop Ability to Wash Simple Clothes**

Guide the children to:

- (i) Explain how to wash simple clothes and hang them to dry
- (ii) Wash simple clothes step-by-step
- (iii) Hang clothes in proper places to dry
- (iv) Explain the importance of washing clothes.

#### **Assessment**

Use assessment tools to determine if the child is able to wash simple clothes step-by-step.

### **Activity 3: Enabling Children to develop Ability to Iron and Fold Simple Clothes**

Guide the children to:

- (i) Identify equipment for ironing clothes
- (ii) Demonstrate how to iron and fold clothes
- (iii) Explain the advantages of ironing clothes
- (iv) Explain the advantages of folding clothes
- (v) Mention places where they keep clothes

#### **Assessment**

Use assessment tools to determine if the child is able to fold simple clothes.

### **Activity 4: Enabling Children to Recognise the Importance of Wearing Shoes**

Guide the children to:

- (i) Mention the things/anything that they wear on their feet
- (ii) Demonstrate how to put on socks and wear shoes properly
- (iii) Explain how to wash socks and clean shoes
- (iv) Explain the importance of wearing shoes
- (v) Explain the consequences of not wearing shoes

#### **Assessment**

Use assessment tools to determine if the child is able to wear shoes properly.

#### **4.2.3.4 Enabling the Child to Develop Skills for Caring Eating Utensils**

Enabling children to care of eating utensils will help them protect their health and avoid diseases caused by dirty utensils. You are supposed to enable children develop ability to identify utensils which are used for eating, identify materials used for cleaning eating utensils and be able to clean them.

#### **Importance of Enabling a Child to Develop Skills for Caring Eating Utensils**

It is important to enable children develop skills for caring eating utensils as it helps them to take precautions against diseases caused by dirty utensils. It also makes such utensils last for a long time.

#### **Teaching and Learning Methods**

Demonstration, songs, observation, plays, drama and think-pair-share.

#### **Teaching and Learning Materials**

Television, video tapes, charts, photographs/pictures, cupboard, different eating utensils, books.

### **Activity 1: Enabling Children to Identify Eating Utensils**

Guide the children to:

- (i) Mention eating utensils which they use at home
- (ii) Identify eating utensils
- (iii) Draw eating utensils
- (iv) Mention the uses of different eating utensils

## **Assessment**

Use assessment tools to determine if the child is able to identify and mention different eating utensils and how they are used.

### **Activity 2: Enabling Children to Clean Eating Utensils**

Guide the children to:

- (i) Mention materials which are used for cleaning eating utensils
- (ii) Describe how to clean eating utensils step by step
- (iii) Clean eating utensils
- (iv) Explain the importance of cleaning eating utensils

## **Assessment**

Use assessment tools to determine if the child is able to clean eating utensils.

### **Activity 3: Enabling Children to Keep for Eating Utensils**

Guide the children to:

- (i) Mention places where they keep eating utensils
- (ii) Describe how to keep eating utensils
- (iii) Keep eating utensils properly
- (iv) Explain the importance of keeping eating utensils in a proper place.

## **Assessment**

Use assessment tools to determine if the child is able to keep eating utensils in a proper place.

#### **4.2.3.5 Enabling a Child to Eat Balanced Diet**

Balanced diet helps to maintain good health. Balanced diet refers to food that has a mixture of important nutrients necessary for proper functioning of the body. You are supposed to enable the child understand what balanced diet is. This can be achieved by asking children to describe the food they eat, identify balanced diet and table manners when eating.

### **Importance of Enabling a Child to understand the Meaning of Balanced Diet**

Children's knowledge about balanced diet is necessary because it motivates them to eat a balanced diet so as to maintain their health.

### **Teaching and Learning Methods**

Demonstration, songs, observation, drama, plays, role play, study tour and guest speaker.

### **Teaching and Learning Materials**

Photographs/pictures, foodstuffs, water, video tapes, books, flip chart, radio, chart showing components of balanced diet television, cooking utensil stove/cooker, eating utensils.

### **Activity 1: Enabling Children to Identify Various Kinds of Food**

Guide the children to:

- (i) Mention the types of food they are familiar with
- (ii) Describe the food they eat at home
- (iii) Observe pictures/photographs and identify types of food

## **Assessment**

Use assessment tools to determine if the child is able to identify different kinds of food.

### **Activity 2: Enabling Children to Recognise Balanced Diet**

Guide the children to:

- (i) Mention various foods they are familiar with
- (ii) Explain what balanced diet is basing on the food groups
- (iii) Explain the importance of eating balanced diet

## **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Mention what a balanced diet constitutes
- (ii) Explain the importance of eating balanced diet

### **Activity 3: Enabling Children to Prepare Balanced Diet**

Guide the children to:

- (i) Identify ingredients which are used for food preparation
- (ii) Mention steps to be followed during food preparation
- (iii) Participate in food preparation and eat the prepared food

## **Assessment**

Use assessment tools to determine if a child has been able to explain how to prepare balanced diet.

### **Activity 4: Enabling Children to Observe Table Manners When Eating**

Guide the children to:

- (i) Mention different times of the day when meals are taken
- (ii) Demonstrate how to lay the table
- (iii) Observe table manners when eating
- (iv) Explain the importance of observing table manners when eating

## **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Mention table manners to be observed during eating
- (ii) Observe table manners when eating

#### **4.2.3.6 Enabling a Child to Develop Ability to Identify Diseases**

For the child to have good health and take preventive measure against diseases, it is necessary to enable him/her identify various diseases, their causes and preventive measures against them.

### **Importance of Enabling the Child Identify Diseases**

It is important for the child to identify diseases and their causes so that he/she can take preventive measures against them.

### **Teaching and Learning Methods**

Role play, songs, case study, brainstorming, questions and answers, observation, study tour and plays.

## **Teaching and Learning Materials**

Video tapes, flip chart, pictures, fliers, books, charts and various guidelines.

### **Activity 1: Enabling children to Identify Diseases**

Guide the children to:

- (i) Mention diseases they have once suffered from
- (ii) Describe symptoms of the diseases they suffered from
- (iii) Mention diseases that they know
- (iv) Dramatize symptoms of various diseases

#### **Assessment**

Use assessment tools to determine if the child is able to:

- (i) Identify different diseases.
- (ii) Describe symptoms of the diseases

### **Activity 2: Enabling Children to Identify Causes of Diseases**

Guide the children to:

- (i) Mention causes of diseases
- (ii) Identify risky environment that may cause diseases.
- (iii) Dramatize actions which depict causes of diseases.

#### **Assessment**

Use assessment tools to determine if the child is able to identify causes of diseases.

### **Activity 3: Enabling Children to Identify Preventive Measures Against Diseases**

Guide the children to:

- (i) Identify preventive measures against diseases;
- (ii) Explain the importance of taking preventive measures against diseases;
- (iii) Show actions demonstrating prevention of diseases.

#### **Assessment**

Use assessment tools to determine if a child is able to explain how to prevent themselves against diseases.

#### **4.2.4 Enabling a Child to Develop Ability to Care for the Environment**

Environment is the totality of everything that surrounds a human being, including plants and animals. If the child is enabled to take care of the environment, he/she will value it. As a teacher, you are supposed to enable the child identify objects in his/her environment, clean the environment and take precaution when using the environment for various purposes.

#### **Things to consider**

As a teacher you should consider age of the child and his/her safety in enabling them develop skills for using and keeping the environment clean

#### **4.2.4.1 Enabling a Child to Develop Ability in Identifying Things in the Environment**

A child can identify things available in his or her environment only if he or she develops ability to recognize and classify things in the environment. Also, the child needs to develop consciousness of caring the environment by identify things in the environment as well as cleaning the environment.

#### **Importance of Enabling a Child Develop Ability to Identify Things in the Environment**

If a child develops the ability to identify things in his or her environment, he or she will value and protect them.

#### **Teaching and Learning Methods**

Role play, practical work, question and answers, drama, songs, observation, case study, games and sports and study tour.

#### **Teaching and Learning Materials**

Text books, pictures, video tapes, radio, television and charts.

#### **Activity 1: Enabling Children to Identify Things in the Environment**

Guide the children to:

- i) Mention things which are found in their surrounding environment
- ii) Survey the surrounding environment and identify things (people, plants and animals) found
- iii) Explain the use of different things available in the environment

#### **Assessment**

Use assessment tools to determine if a child is able to identify things which are found in his or her environment.

#### **Activity 2: Enabling children to identify things which make the environment dirty.**

Guide the children to:

- i) Mention things which make the environment dirty.
- ii) Make a tour around their environment and identify the things that make it dirty
- iii) Observe pictures which indicate activities which pollute the environment/make the environment dirty.
- iv) Dramatize activities which make the environment dirty/polluted.
- v) Explain the effects of dirt/polluted environment

#### **Assessment**

Use assessment tools to determine if a child is able to identify things which pollute/make the environment dirty.

#### **4.2.4.2 Enabling a Child to Develop Skills for Cleaning the Environment**

Clearing the environment involves removing rubbish and unwanted things from the environment. In order to enable a child develop skills for cleaning the environment, you should make him or her recognize equipment for cleaning the environment and show him/her how to do the cleaning.

## **Importance of Developing Skills for Environmental Cleanliness**

Development of skills for environmental cleanliness is important for a child because it will protect the child from diseases and accidents.

### **Teaching and Learning Methods**

Songs, observation, games, case study, role play, drama, study tour and demonstration.

### **Teaching and Learning Materials**

Charts, pictures, video tapes, text books, television, radio, water, soap, rake, dust bin and dust pan, buckets, moppers, brushes, brooms, water and dusters.

### **Activity 1: Enabling Children to Identify Equipment for Cleaning the Environment**

Guide the children to:

- i) Mention the equipment needed for cleaning the environment
- ii) Explain the use of different equipment mentioned
- iii) Draw cleaning equipment
- iv) Demonstrate how these equipment are used in cleaning the environment

#### **Assessment**

Use assessment tools to determine if a child is able to identify equipment for cleaning the environment.

### **Activity 2: Enabling Children use different skills to Clean the Environment**

Guide the children to:

- i) Explain how they clean their environment
- ii) Explain procedures to be followed when cleaning the environment
- iii) Clean the environment.
- iv) Explain the importance of cleaning the environment.

#### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Explain the importance of cleaning the environment.
- ii) Clean the environment.

#### **4.2.4.3 Enabling a Child to Develop Ability to Take Precautions**

To identify things and risk areas in the environment enables a child to take precautions. A child should be practically engaged in cleaning the environment by removing dangerous things, identify signs of danger and demonstrate actions which relate to taking precautions.

### **Importance of Enabling a Child to Develop Ability to Take Precautions in his/her Environment**

Enabling a child to develop ability in taking precautions would help him/her be safe and maintain safety for himself/herself and that of others.

### **Teaching and Learning Methods**

Songs, observation, plays, role play, reciting poem, dramatization, story telling and think-pair-share.



## **Teaching and Learning Materials**

Razor blades, needles, pair of scissors, thorns, pins, knives, tooth picks, nails, fire, pieces of broken bottles and pieces of iron sheet.

### **Activity 1: Enabling Children to Identify Dangerous Things and Areas in the Environment**

Guide the children to:

- i) Mention dangerous things in the environment
- ii) Mention dangerous areas in the environment
- iii) Explain the effects of dangerous things and areas in the environment

#### **Assessment**

Use assessment tools to determine if a child is able to identify dangerous things and areas in his or her environment.

### **Activity 2: Enabling Children to Remove Dangerous Things from the Environment**

Guide the children to:

- i) Identify dangerous things in the school environment
- ii) Demonstrate on how to report on presence of dangerous things in the environment.
- iii) Remove all dangerous things in the environment for precaution and safety.

#### **Assessment**

Use assessment tools to determine if a child is able to identify and remove dangerous things from the environment.

### **Activity 3: Enabling children to Identify Warning Signs**

Guide the children to:

- i) Explain warning signs which they know.
- ii) Identify warning signs in their environment
- iii) Observe different warning signs given.
- iv) Explain the importance of warning signs.

#### **Assessment**

Use assessment tools to determine if a child is able to identify warning signs.

### **Activity 4: Enabling Children Demonstrate How to Take Precautions**

Guide the children to:

- i) Explain the meaning of taking precautions.
- ii) Explain the importance of taking precautions
- iii) Explain how to take precautions
- iv) Demonstrate actions which indicate taking precautions

#### **Assessment**

Use assessment tools to determine if a child is able to demonstrate actions which indicate how to take precautions in the environment.

## **4.2.5 Enabling a Child to Develop Ability to Master Artistic Skills**

An art is the expression or application of human creative skills and imagination, typically in a visual form such as painting or sculpture, producing work to be appreciated primarily for its beauty. Something that is created with imagination and skill that is beautiful or expresses important ideas or feelings. This area normally exhibit itself in performance, thus children should be enabled to adhere to procedures and creative in using opportunities available. This would later enable him or her to be a good performer in arts activities. *How will you enable a child develop arts skills?* In addition to your answers, you should enable children to master creative arts which involve hand-on-activities and performing arts that involve the use of sounds.

### **Things to Consider**

It is important to consider the needs of the children. This includes need for cleanliness, safety and consistent arrangement of their activities.

### **4.2.5.1 Enabling a Child to Develop Creative Skills which Involves Hand-on-Activities**

Creative arts which deal with hand-on- activities in children aim at getting shapes with aesthetics expression. You are required to guide children to identify different shapes of objects, differentiate colours, observe and explain about things, mould different shapes, drawing and painting, construct different objects, create models, string beads, knitting and decorating.

### **Importance of Developing Creative Skills on Hand-on-activities in Children**

Children who have developed creative skills related to hand-on-activities are normally very active and fast in doing, imitating and creating artistic work at the same time appreciate and value the support of their environment.

### **Teaching and Learning Methods**

Jig-saw, gallery walk, songs, demonstration, play, story telling, project work, case studies, think-pair-share and invitation of guest speaker.

### **Teaching and Learning Materials**

Water/flour, plants, brush, bark of a tree, plant seeds, plasticine/clay soil, drum and stencils

### **Activity 1: Enabling Children to Identify Artistic Skills Related to Hands-on-activities**

Guide the children to:

- i) Mention art works developed by hands which are available in their environment.
- ii) Identify materials used to develop those art works mentioned
- iii) Observe the art works which have been prepared
- iv) Explain how different art works related to hand-on-activities have been developed

### **Assessment**

Use assessment tools to determine if a child is able to identify art works developed by hand-on-activities.

### **Activity 2: Enabling children to Develop Ability to Mould Different Objects**

Guide the children to:

- i) Identify materials for moulding objects
- ii) Collect material for moulding objects
- iii) Observe moulded objects
- vi) Mould different objects by using different moulding materials available in their environment

### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Identify materials for moulding objects
- ii) Mould different objects by using available materials

### **Activity 3: Enabling Children to Draw Various Pictures/Shapes**

Guide the children to:

- i) Identify materials for drawing which can be found in their environment
- ii) Mention things which they want to draw.
- iii) Draw different pictures
- iv) Explain the pictures that they have drawn.

### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Draw different pictures.
- ii) Explain the pictures that he/she has drawn.

### **Activity 4: Enabling Children to Develop Painting Skills**

Guide the children to:

- i) Mention materials for painting
- ii) Collect equipment which will be used for painting
- iii) Mention things which will be painted
- iv) Explain how painting is done step by step.
- v) Painting different pictures by following the identified steps

### **Assessment**

Use assessment tools to determine if a child is able to paint pictures and objects by following the identified steps

### **Activity 5: Enabling Children to Mould Various Things**

Guide the children to:

- i) Mention different things which are moulded.
- ii) Identify materials used in moulding things.
- iii) Explain how different objects are moulded.
- iv) Mould objects using moulding materials.

### **Assessment**

Use assessment tools to determine if a child is able to mould different objects using correct materials.

### **Activity 6: Enabling Children to String Things Using Thread/Rope**

Guide the children to:

- i) Mention things which can be stringed
- ii) Demonstrate how different things could be stringed
- iii) String things by using thread/rope

### **Assessment**

Use assessment tools to determine if a child is able to thread things by using thread/rope.

### **Activity 7: Enabling Children to Decorate Different Objects**

Guide the children to:

- i) Identify objects which can be decorated
- ii) Mention objects which can be decorated
- iii) Prepare objects to be decorated
- iv) Explain how they decorate different objects
- v) Practically decorate different objects

### **Assessment**

Use assessment tools to determine if a child is able to decorate things.

### **Activity 8: Enabling Children to Weave Different Objects**

Guide the children to:

- i) Identify objects which are woven
- ii) Identify materials which can be used for weaving
- iv) Demonstrate how to weave different objects
- v) Weave objects step by step

### **Assessment**

Use assessment tools to determine if a child is able to weave different objects.

### **4.2.5.2 Enabling a Child to Develop Creative Skills Which Involves Performance of the Body**

The creative performing arts engage children's minds, bodies and senses. The arts invite children to listen, observe, discuss, move, solve problems and imagine using multiple modes of thought and self-expression. It provides ways for young children to learn and use skills in other domains. Therefore children need to engage in exercises such as deep breathing, different movements, targeting and play different games.

### **The Importance of Enabling a Child to Develop Creative Skills Which Involves Performance of the Body**

Creativity in performing arts is very important in supporting a child to strengthen his or her health and effective learning behaviour.

## **Teaching and Learning Methods**

Demonstration, study tours, plays/games and sports, questions and answers, story telling, project work and drama.

## **Teaching and Learning Materials**

A ball, rope, puzzles, swing, marble, kite, tires, small peaces of wood, bow, an arrow, ball, drum, catapult and sling

### **Activity 1: Enabling Children to Identify Performing Arts**

Guide the children to:

- i) Mention types of performing arts.
- ii) Demonstrate performing arts
- iii) Explain the importance of performing arts.

#### **Assessment**

Use assessment tools to determine if a child is able to identify performing arts.

### **Activity 2: Enabling Children to Perform Breathing Exercises**

Guide the children to:

- i) Demonstrate different ways of breathing
- ii) Perform breathing exercises
- iii) Explain the importance of breathing exercises

#### **Assessment**

Use assessment tools to determine if a child is able to breath in different ways.

### **Activity 3: Enabling Children to Perform Different Movement Exercises**

Guide the children to:

- i) Mention different body movements
- ii) Demonstrate how to do the different movements.
- iii) Practise different body movements.

#### **Assessment**

Use assessment tools to determine if a child is able to perform different body movements.

### **Activity 4: Enabling Children to Practice Targeting Games**

Guide the children to:

- i) Mention targeting games they know
- ii) Mention equipment used in such games
- iii) Demonstrate procedures for playing target games
- iv) Play targeting games

#### **Assessment**

Use assessment tools to determine if a child is able to play targeting games

### **Activity 5: Enabling Children to Play Different Games**

Guide the children to:

- i) Mention games/plays performed in their environment.
- ii) Identify equipment which are used in playing the mentioned games/plays

- iii) Demonstrate how those games/plays are performed
- iv) Identify other games/plays and their related equipment
- v) Perform different games/plays step by step

**Assessment**

Use assessment tools to determine if a child is able to play different games/plays

**4.2.5.3 Enabling a Child to Develop Creative Skills Involving Sounds**

Mastering creative arts related to sound helps a child to learn sounds of different non living things and living things. Child’s development in creative arts varies greatly based on the child’s experiences with art, music, dance and theater. Given exposure and practice, a pre-primary school child may use a wider variety of materials to create visual images that combine color, forms and lines. They can also remember the words and the melodies to a number of songs and may sing. You should enable a child develop competency in singing, reciting poems, rhyming, imitating sounds produced by different things and telling short stories.

**Importance of Enabling a Child to Develop Creative Arts Involving Sounds**

Creative arts involving sounds is important in enabling a child develop speaking and singing skills.

**Teaching and Learning Materials**

Demonstration, songs, case studies, inviting guest speaker, discussion, study tours, games/sports/plays, question and answers, story telling and project work.

**Teaching and Learning Materials**

Drums, whistle, small bell, piano, guitar, computer, television, tape recorder, microphone, trumpet, xylophone and traditional music instruments (‘manyanga’, ‘kayamba’ ‘marimba na njuga’)

**Activity 1: Enabling Children to Sing Songs**

Guide the children to:

- i) Mention songs which they know.
- ii) Identify equipment which is used during singing
- iii) Demonstrate different activities which relate to those songs.
- iv) Sing songs
- v) Explain messages conveyed by the songs

**Assessment**

Use assessment tools to determine if a child is able to sing songs.

**Activity 2: Enabling children to Recite Poems**

Guide the children to:

- i) Mention poems which they know
- ii) Practice reciting already prepared poems
- iii) Recite poems
- iv) Explain the messages conveyed by the poems

### **Assessment**

Use assessment tools to determine if a child is able to recite poems.

### **Activity 3: Enabling Children to Perform Rhyming**

Guide the children to:

- i) Mention rhymes which they know
- ii) Learn prepared children's rhymes
- iii) Perform rhyming
- iv) Explain the messages conveyed by the rhymes

### **Assessment**

Use assessment tools to determine if a child is able to perform rhyming.

### **Activity 4: Enabling Children to Imitate Various Sounds and Voices**

Guide the children to:

- i) Mention various sounds and voices they are familiar with
- ii) Identify various sounds and voices which they hear.
- iii) Imitate various sounds and voices that they hear.

### **Assessment**

Use assessment tools to determine if a child is able to imitate different sounds and voices.

### **Activity 5: Enabling Children to Perform Comedian Actions/Clowning**

Guide the children to:

- i) Mention types of comedy they know
- iii) Demonstrate actions which make others laugh
- iv) Dramatize comedian actions

### **Assessment**

Use assessment tools to determine if a child is able to perform comedian actions.

### **Activity 6 Enabling Children to Tell Stories**

Guide the children to:

- i) Mention stories which they know
- ii) Tell short stories which they know
- iii) Identify characters in the stories they tell
- iv) Explain the messages conveyed by the stories

### **Assessment**

Use assessment tools to determine if a child is able to tell stories.

### **4.2.6 Enabling a Child to Develop Ability to Apply Mathematical Concepts**

In daily life, people do apply mathematical concepts. *How will you enable children to master mathematical concepts?* In addition to your good answers, you need to enable a child develop mathematical concepts which include counting, sorting, matching, adding, figures, space and measurements. In this area you should enable children identify different things in the environment, understand the concept of time, master measurement skills and develop the concept of number. You should consider the availability of teaching and learning resources including the use of ICT. The use of teaching and learning materials has

to enable a child develop concepts of numbers and counting.

#### **4.2.6.1 Enabling a Child to Develop Ability to Classify Things in His/Her Environment**

It is important to understand that the child's environment has a big role to play in learning mathematical concepts. You should enable a child to identify things in his/her environment through different activities. Such activities may include identifying colours, arranging things according to their characteristics and play games related to matching and comparing things according to their characteristics.

#### **The Importance of Enabling a Child Develop Ability to Identify Things in the Environment**

If a child has been enabled to develop ability in identifying and categorizing things in environment, he/she will be ready to use such environment in learning mathematical concepts.

#### **Teaching and Learning Methods**

Study tour, inviting guest speaker, story telling, games/sports/plays, demonstration, project work, exercises.

#### **Teaching and Learning Materials**

Different types of water/powder colours, colours obtained from plants, puzzle and counting objects, plant seeds, tree barks, plasticine/clay soil, drums and pictures

#### **Activity 1: Enabling Children to Identify Things in the Environment**

Guide the children to:

- i) Mention different things which they know
- ii) Identify things found inside and outside their classroom
- iii) Explain about things they saw

Assessment

Use assessment tools to determine if a child is able to:

- i) Mention things found in the environment
- ii) Explain about things which they saw in the environment

#### **Activity 2: Enabling Children to Identify Colours**

Guide the children to:

- i) Mention colours of different things
- ii) Arrange things of the same colours in groups
- iii) Mention colours of things they possess
- iv) Draw pictures and paint them with basic colours

**Assessment**

Use assessment tools to determine if a child is able to identify colours



### **Activity 3: Enabling Children to Identify Shapes**

Guide the children to:

- i) Mention different shapes they know
- ii) Observe pictures and objects of different shapes
- iii) Identify shapes like triangle, rectangle (square) and circle shapes.
- iv) Identify things with triangular, rectangular (square) and circular shapes within their environment.
- v) Draw triangle, rectangle (square) and circle shapes.
- vi) Paint the shapes they have drawn

#### **Assessment**

Use assessment tools to determine if a child is able to identify different shapes.

### **Activity 4: Enabling Children Arrange Things According to Their Characteristics**

Guide the children to:

- i) Collect different things.
- ii) Identify the different characteristics of the different objects they collect
- iii) Arrange those things according to their characteristics
- iv) Play a game of arranging and disarranging things

#### **Assessment**

Use assessment tools to determine if a child is able to arrange things according to their different characteristics.

### **Activity 5: Enabling Children to Match and Differentiate Things by Using Play**

Guide the children to:

- i) Mention different games/plays which they know
- ii) Identify plays used to match and differentiate things
- iii) Play games of matching things
- iv) Play games of differentiating things.

#### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Match things
- ii) Differentiate things

#### **4.2.6.2 Enabling a Child to Understand the Concept of Time**

In order to understand the concept of time, a child has to be involved in different activities following the daily routine. You are therefore required to guide them to do different activities related to time. You need also to guide children to mention different period of time, explain activities which people do in their environment at different periods of time, mention days of the week and differentiate days in the week.

#### **Importance of Enabling a Child to Develop the Concept of Time**

Understanding the concept of time is very important to children. This enable them to understand time, routine, rules and be keen to learn activities in given period of time. If children will understand the concept of time they will develop caring and valuing behavior

and work on their responsibilities as per scheduled time. A pre-primary education child needs a lot of personal experiences with time (lunch time, story telling time, free play time etc.) in order to develop an understanding of the concept of time. Children normally define time by recognizable events. They begin to understand that certain events occur at a defined time each day. What you can do is to talk about specific sequences of events. Although children can't tell time, it is quite remarkable how they develop a sense of order through repeated routine.

### **Teaching and Learning Methods**

Songs, story telling, games/sports/plays, drama, group discussion and project work.

### **Teaching and Learning Materials**

Puzzles, watch/clock, video tapes, television, radio, handset/phone, computer, pictures and drawings

### **Activity 1: Enabling Children to Identify Various Periods of Time**

Guide the children to:

- i) Mention different activities which they do at home and school everyday.
- ii) Mention the time when they perform activities
- iii) Dramatize various events performed at different period of time.

#### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Mention different periods of time
- ii) Demonstrate activities performed at different time.

### **Activity 2: Enabling Children to Perform Activities According to Various Periods of Time**

Guide the children to:

- i) Dramatize activities according to the time they are performed.
- ii) Sing songs which describe activities done at different periods of time.
- iii) Play games which show activities done at different periods of time.

#### **Assessment**

Use assessment tools to determine if a child is able to perform activities related to time it is done.

### **Activity 3: Enabling Children to Identify Days of the Week**

Guide the children to:

- i) Mention days of the week they know
- ii) Mention days of the week sequentially
- iii) Play games which mention days of the week
- iv) Sing songs about days of the week

#### **Assessment**

Use assessment tools to determine if a child is able to mention days of the week sequentially.

#### **Activity 4: Enable Children to Differentiate Days of the Week**

Guide the children to:

- i) Mention days which they attend school and those which they do not attend school
- ii) Mention days for going to church/ mosque
- iii) Perform activities which differentiate days of the week.

#### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Differentiate days of the week
- ii) Perform activities which differentiate days of the week.

#### **4.2.6.3 Enabling a Child to Develop Ability to Measure Objects**

To master measurement skills, a child has to develop the concept of measurement. You need to think of how you can enable children develop competency in measurement and recognize tools which are used for measurement. However, the most important thing in helping children develop competency in measuring things is to observe and let them identify the attributes of the objects. This will make a child become aware of the physical attributes of objects so that they can identify what is to be measured. This is important because children need to have an understanding of length, volume, and weight as attributes of objects that can be measured before they can meaningfully compare and measure the objects.

To better understand this, children need lots of opportunities to explore objects and their attributes and share the experiences with others. They also need to be introduced to appropriate descriptive language terms such as big, tall, heavy, long, short, and empty. Sometimes children need to directly compare attributes of two or more objects so as to establish for example, which is longer, heavier, bigger, shorter etc. When comparing three or more objects they can put them into a particular order. Hopefully, you can use different tools which will enable children develop competency in measurement.

#### **Importance of Enabling a Child to Develop skills in Measuring Objects**

These skills enable a child to perform different activities that involve measurement in his/her daily life.

#### **Teaching and Learning Methods**

Demonstration, observation, project work, songs, games/sports/plays and study tour.

#### **Teaching and Learning Materials**

Ruler, rope, weighing machine, tape measure, pictures, drawings, television, video tapes, sand, water, small stones and tin.

#### **Activity 1: Enabling Children Compare Things Based on Their Characteristics**

Guide the children to:

- i) Collect things available in their surrounding environment with different characteristics

- ii) Compare many and few things
- iii) Compare fat and thin objects/individuals
- iv) Compare big and small things
- v) Compare long and short objects/distance
- vi) Play games related to comparing things according to their characteristics
- vii) Arrange things in groups according to their characteristics

### **Assessment**

Use assessment tools to determine if a child is able to compare things according to their characteristics.

#### **4.2.6.4 Enabling a Child to Master the Concept of Number**

The concept of number has become an inseparable part of our lives whether we work in office or spend most of our time at home. Each one of us uses numbers in our everyday lives. No matter where we are or whatever we do, numbers are always there whether you notice them or not. As a teacher you can enable children understand and use the concept of number in their daily lives by using different things available in the environment.

#### **Importance of Enabling children Develop the Concept of Number**

Recognising the concept of number is a key skill which children need to develop so that they can use it in their everyday lives. There are many aspects of numbers that can be explored at an early age through everyday informal context. Thus, it is important for the teacher to enable a child develop competency in mastering the concept of number because this would support him or her in learning other aspects in his or her daily life.

#### **Teaching and Learning Methods**

Songs, project work, jig-saw, case studies, story telling, games/sports/plays, brainstorming, questions and answers and group discussion.

#### **Teaching and Learning Materials**

Number cards, counting objects, puzzles, video tapes, television, radio, handsets/telephone, number chart and computer.

#### **Activity 1: Enabling Children to Identify Things that Facilitate the Development of the Concept of Numbers**

Guide the children to:

- i) Collect different things in the environment
- ii) Identify things which develop the concept of number.
- iii) Mention by number things which are available in their surrounding environment
- iv) Perform actions in order/pattern so as to develop the concept of number
- v) Observe picture with similar arrangement/patterns.

### **Assessment**

Use assessment tools to determine if a child is able to:

- i) Mention things which help to develop the concept of number.
- ii) Mention things in the environment by numbers.
- iii) Perform actions in order/patterns so as to develop the concept of number.

### **Activity 2: Enabling Children to Pronounce Number 1-10**

Guide the children to:

- i) Pronounce number 1-10
- ii) Perform simple actions when pronouncing number 1-10
- iii) Sing a number song of 1-10
- iv) Pronounce 1-10 sequentially and correctly

#### **Assessment**

Use assessment tools to determine if a child is able to pronounce number 1-10 sequentially and correctly.

### **Activity 3: Enabling Children to Perform Simple Actions for Pronouncing Numbers 1-10**

Guide the children to:

- i) Mention actions which enable them to pronounce number 1-10
- ii) Demonstrate different actions for pronouncing number 1-10
- iii) Play games for pronouncing number 1-10

#### **Assessment**

Use assessment tools to determine if a child is able to perform actions for pronouncing numbers 1-10.

### **Activity 4: Enabling Children to Count Numbers 1–10 by Using Various Objects**

Guide the children to:

- i) Collect different things which will be used for counting numbers.
- ii) Count objects 1-10 in their surrounding environment
- iii) Use counting objects to count numbers 1-10

#### **Assessment**

Use assessment tools to determine if a child is able to count objects 1-10.

### **Activity 5: Enabling Children to Match Objects with Their Corresponding Numbers**

Guide the children to:

- i) Collect things in their surrounding environment
- ii) Arrange collected things in groups each with not more than 10 in number
- iii) Match things in each group with the corresponding number given
- iv) Perform actions of matching things and their corresponding numbers.

#### **Assessment**

Use assessment tools to determine if a child is able to match number of things in each group and their given corresponding number.

### **Activity 6: Enabling Children to Perform Actions Involving Adding and Taking Away of Things**

Guide the children to:

- i) Collect different things available in the environment
- ii) Perform activities involving addition of things using the collected objects
- iii) Play different games which develop the concept of addition

- iv) Perform activities involving taking away of things
- v) Play different games which develop the concept of taking away of things.

**Assessment**

Use assessment tools to determine if a child is able to perform different activities involving adding and taking away of things.

**Activity 7: Enabling Children Identify Shapes of Numbers by Using Various Things**

Guide the children to:

- i) Mention things which resemble shapes of numbers
- ii) Perform simple actions to match shapes of things and corresponding numbers.
- iii) Matching shapes of objects with corresponding numbers.

**Assessment**

Use assessment tools to determine if a child is able to:

- i) Identify shapes of numbers
- ii) Match shapes of objects with corresponding numbers

**Activity 8: Enabling Children to Mould/Construct Shapes of Numbers**

Guide the children to:

- i) Identify materials which they will use in moulding/constructing different shapes of numbers
- ii) Mould/construct shapes of number step by step
- iii) Painting the different number shapes which they have moulded/ constructed.

**Assessment**

Use assessment tools to determine if a child is able to mould/construct shapes of number.

**Activity 9: Enabling Children to Trace Shapes of Numbers**

Guide the children to:

- i) Trace shapes of numbers
- ii) Paint shapes of numbers

**Assessment**

Use assessment tools to determine if a child is able to:

- i) Trace written shapes of numbers
- ii) Paint shapes of numbers.

**Activity 10: Enabling Children to Write number 1-10 Step by Step**

Guide the children to:

- i) Write numbers 1 – 10 in the air step by step
- ii) Write numbers 1 – 10 in the sand step by step
- iii) Write numbers 1 – 10 on slates step by step
- iv) Write numbers 1 – 10 on the paper step by step.

**Assessment**

Use assessment tools to determine if a child is able to write numbers 1-10 step by step.

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## APPENDIX B LESSON PLAN

School name: ..... Teacher's name: .....  
 Class: ..... Date: .....  
 Period:..... Time: .....

Number of children					
Registered			Attended		
Girls	Boys	Total	Girls	Boys	Total

Main Competence: .....

Specific Competence: .....

Main activity: .....

Specific Activities: .....

Teaching and learning Aids: .....

References: .....

Activities to be done by a teacher

i) .....

ii) .....

Activities to be done by a child

i) .....

ii) .....

Suggested performance Indicators

i) .....

ii) .....

Reflection .....

Evaluation of Teaching and Learning: .....

Remarks: .....

## APPENDIX C CHECKLIST

Teacher's name:.....  
Date: .....

Class: .....  
Time:.....

**Main Competence:** Ability to relate to each other

**Specific Competence:** Caring for one another

**Main activity:** Introducing one another

**Specific activities to be done by the child:**

- i) Introduce their full names and their gender.
- ii) Mention parents'/gurdians' full names and other people whom they live with.
- iii) Mention place where they live.
- iv) Mention the name of school where they go to
- v) Introduce other children's names.
- vi) Mention names of other people whom they are related to

Child's name	Suggested Assessment Indicators															
	Mention his/her name				Mention the place where she/he lives				Mention the school's name				Introduce others			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Esta		√			√						√				√	
Jamila			√		√				√				√			
Maiko		√				√				√						√
Jafari			√					√		√					√	

You can use this mark (√) to indicate performance standards of the child in doing a particular activity basing on the following standards:

1 = Weak      2 = Average      3 = Good      4 = Very Good

## **APPENDIX D INTERVIEW**

1. What is your child's name?
2. How old is he/she?
3. What is the birth order position of your child?
4. Does your child still attend clinic?
5. Does your child have any health problem? If yes, which problem?  
What measures did you take?
6. Where do you live? Who will be responsible for taking a child to school and back home after school?

## APPENDIX E

### CUMULATIVE FORM FOR PRE-PRIMARY CHILDREN

School name:..... Teacher's name:.....  
 Year:..... Month:.....  
 Term:..... Child's Age: (3-4 years) .....5 Years .....

#### Section A: Development of Learning Competencies

##### Competence: Ability to relate to each other

Child's Name	Performance Standards on Specific Competence											
	Caring for one another				Respecting one another				Self-control			
	1	2	3	4	1	2	3	4	1	2	3	4
Esta												
Jamila												
Maiko												
Jafari												

##### Competence: Ability to communicate

Child's Name	Performance Standards on Specific Competence															
	Listening				Speaking				Mastering Pre-reading skills				Mastering pre-wrting skills			
	1	2	3	4	1	2	3	4	1	2	3	4	1	3	4	
Esta																
Jamila																
Maiko																
Jafari																

##### Competence: Ability to care for his/her health

Child's Name	Performance Standards on Specific Competence															
	Identify the outer parts of the body and their fancies				Personal Hygiene				Caring for eating utensils				Identifying nutritious foods			
	1	2	3	4	1	2	3	4	1	2	3	4	1	3	4	
Esta																
Jamila																
Maiko																
Jafari																

**Competence: Ability to care for the environment**

Child's Name	Performance Standards on Specific Competence											
	Identify things in the the environment				Cleaning the environment				Taking precautions in the environment			
	1	2	3	4	1	2	3	4	1	2	3	4
Esta												
Jamila												
Maiko												
Jafari												

**Competence: Ability to master artistic skills**

Child's Name	Performance Standards on Specific Competence											
	Mastering creative Arts involving the use of hands				Mastering creative Arts Involving the use of the body				Mastering Creative Arts involving use of sounds			
	1	2	3	4	1	2	3	4	1	2	3	4
Esta												
Jamila												
Maiko												
Jafari												

**Competence: Apply mathematical concepts**

Child's Name	Performance Standards on Specific Competence															
	Identify Things in the School Environment				Developing the concept of time				Mastering Measurement skills				Developing number concept			
	1	2	3	4	1	2	3	4	1	2	3	4	1	3	4	
Esta																
Jamila																
Maiko																
Jafari																

You can use this mark (√) to indicate performance level attained by a child in performing particular activity basing on the following performance standards:

1 =Weak      2 = Average      3 = Good      4 = Very good

**Section B Child's Health and Behaviour Progress**

Child's name	Description of child's behavior progress	Description of child's health progress
Esta		
Jamila		
Maiko		
Jafari		

Teacher's remarks.....

.....

**APPENDIX F**  
**PROGRESS REPORT FORM FOR A PRE-PRIMARY CHILD**

Child's name: ..... School name: .....  
 Child's Age: ..... M/F: .....

1	<b>Progress in developing competencies</b>	<b>Achievement Standards</b>	<b>Remarks</b>
	Ability to relate to each other		
	Ability to communicate		
	Ability to care for his/her health		
	Ability to care for the environment		
	Ability to master artistic skills		
	Apply mathematical concepts		
II	Progress in Behaviour		
III	Progress in Health		

You can use the following words to indicate learning standards achieved by a child:  
 Very good, Good, Average and Weak.

**Teacher's Comments** .....  
**Teacher's name** ..... **Signature** ..... **Date** .....

**Headteacher's comments** .....  
**Headteacher's name** ..... **Signature** ..... **Date**.....

**APPENDIX G**  
**Daily Schedule in Pre-primary School**

<b>Event</b>	<b>Examples of Activities</b>
Arrival of both teachers and children	Welcoming, greeting children and complete classroom preparations
Outdoor games/sports/ plays	Play different outdoor games such as balls, ropes, ready, parade
Inspection	Inspection of body and clothes cleanliness, observation of toilet manners
Morning circle	Talking about events and things they saw in the previous day, mentioning activities for the day
Activity 1	Painting pictures
Activity 2	Drawing different pictures
Activity 3	Making models
Activity 4	Telling stories
Reflection	Discussing things which they have been taught
Break	Taking porridge, tea, fruits and water
Free play	Do indoor or outdoor activities in learning areas.
Afternoon circle/Going back home	Announcements, giving instructions for doing different things and singing farewell song.

## APPENDIX H

### Indicators of Readiness Form of a Child 3 – 4 Years to Be Registered For Early Childhood Education

Name of Child..... Age .....

Indicators to be Observed	Able	Not able
<p><b>1. Ability to be independent</b></p> <ul style="list-style-type: none"> <li>• To dress up</li> <li>• Go to the toilet</li> <li>• Wipe to nose</li> <li>• Eat and drink alone</li> <li>• Play simple games</li> </ul> <p><b>2. Ability to express himself/herself</b></p> <ul style="list-style-type: none"> <li>• Exchange greetings</li> <li>• Mention his/her name and those of parents/ guardian, brothers and sisters in the family</li> <li>• Say where he/she lives</li> <li>• Explain about his/her health condition</li> <li>• Express a problem he/she may have</li> <li>• Ask for something or permission</li> </ul> <p><b>3. Interest of the child</b></p> <ul style="list-style-type: none"> <li>• How he/she responds to questions</li> <li>• Show cheerfulness</li> <li>• Interaction with others</li> <li>• Play with colleagues</li> </ul> <p><b>4. Follow simple instructions</b></p> <ul style="list-style-type: none"> <li>• Stand up/sit down/come/go</li> </ul>		

Teachers comments .....

.....