

ORIENTATION OF KINDERGARTEN TEACHERS
TOWARDS THE IMPLEMENTATION OF THE REVISED
KINDERGARTEN CURRICULUM FOR K1-K2

Resource Pack for Kindergarten Teachers

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Table of Content

Content	Page
Introduction	5
Front Matter	9
Pedagogy and Assessment	20
Scheme of Learning	33
Sample Lessons	49
Sample Worksheets	72
Barriers to Learning and Strategies to Promote Inclusion	86
Professional Learning Communities	90
Learning Centres: Things to Consider	95

Introduction

The National Council for Curriculum and Assessment (NaCCA) has developed this Resource Pack as a complementary document to the Training Guide for in-service teachers on the implementation of the new kindergarten curriculum. This Resource Pack is also designed to serve as a source of reference to teachers during the preparation of their scheme of Learning and lesson plans as well as teaching and assessment of learners.

The Pack is divided into two (2) main parts. The first part focuses on the cross-cutting curricular issues, mainly the themes of the National Pre-Tertiary Curriculum Framework and the provisions for teaching, learning, assessment as well as school time arrangements. It further delves into the rationale, subject areas and core competencies in the revised curriculum. It also contains guidelines to enable teachers prepare lessons and schemes of learning. Guidelines on Peer Coaching and establishment of Professional Learning Communities in schools are also discussed.

Additionally, an overview of the kindergarten curriculum in terms of the Aims, Rationale and Philosophy and the structure of the curriculum is provided. The document also contains sample lessons from various strands and sub-strands to help teachers understand and know how to prepare lessons based on the new format for lesson planning and delivery. There are accompanying worksheets with assessment tasks for each of the Sample lessons in the Resource Pack.

These are carefully packaged to help the teacher — who is recognised as a major stakeholder in the implementation of the revised curriculum — to be fully abreast with the sequence and progression of all the learning areas in the curriculum. It is to enable teachers to understand the content of the curriculum; strands, sub-strands, standards, indicators and exemplars and related lesson planning, identification and use of resources, creative pedagogic approaches and assessment.

It is expected that after carefully studying the resource pack, teachers will be able to:

1. Know the provisions in the curriculum framework in terms of Aims, Values, Core Competences and School Time Allocations.
2. Know the recommended Teaching and Assessment approaches in the curriculum
3. Understand the structure, scope and sequence of the curriculum.
4. Prepare schemes of learning for a given academic year, term or week.
5. Prepare daily lesson plans using the right pedagogical approaches and teaching resources
6. Select and design appropriate assessment tasks for a given lesson

7. Contribute effectively towards the formation and successful management of Coaching and Professional Learning Communities in the School.

Ultimately, the Resource Pack will contribute tremendously in ensuring the smooth implementation of the new standards-based curriculum for Kindergarten and Primary Schools.

Part A: Cross-Cutting Themes

I.0 INTRODUCTION AND OVERVIEW TO THE CURRICULUM

1.1 THE NATIONAL CURRICULUM FRAMEWORK

- The National Pre-Tertiary Curriculum Framework (NPCF) is a guiding document that provides policy direction to the review and implementation of the pre-tertiary curriculum.
- It draws together and articulates the vision, philosophy, goals, learning experiences, instructional resources and assessment systems that will guide the development of the school curriculum.
- Provides the basis for consistent and on-going curriculum development, implementation and periodic curriculum review and revision.

Key Themes in the NPCF

- The Context of the Pre-Tertiary Education Curriculum
- Guiding Policies for Curriculum Development
- Rationale for Reviewing the Curriculum
- Overview of the Current Curriculum
- The Role, Purpose, Vision and Philosophy of the Pre-tertiary Education Curriculum
- Principles of the Curriculum
- Competences and Standards in the Curriculum
- Assessment
- Phases and Learner Characteristics/Attributes
- Curriculum Subjects and Learning Areas
- Philosophy and Rationale for Curriculum Subjects
- Implementation of the Curriculum

Guiding Policies to the Development of the NPCF

- 1992 Constitution of Ghana
- Education Act 778 of 2008
- African Union Agenda 2063, CESA 16 – 25
- UN Sustainable Development Goal
- Education Strategic Plan 2018 – 2030
- National Development Planning Commission Agenda 2018 – 2057
- UNESCO Education 2030 Framework for Action
- National Teachers' Standards
- National Teacher Education Curriculum Framework
- ICT for Accelerated Development (ICT4AD) Policy Framework
- ICT in Education Policy
- Adolescent Reproductive Health Development
- Ghana Reading Action Plan
- National Science, Technology and Innovation Policy

Rationale for the Curriculum Review

- Fundamentally, the review of the curriculum is to respond to a national priority of shifting
- the structure and content of the education system from merely passing examinations to building character, nurturing values, and raising literate, confident, and engaged citizens who can think critically.
- The review of the curriculum seeks to address the inherent challenges in the existing curriculum and ensure that the content of the national curriculum for change and sustainable development can be internationally benchmarked.

Philosophy of the Curriculum

- Underpinning the National Pre-Tertiary Education embodied in the NPCF is a philosophy
- of learning and teaching that responds to the opportunities and challenges facing Ghana currently and in the future.
- Essentially, the philosophy requires the harmonious development of the physical, mental and spiritual capabilities of all Ghanaian learners.

Vision of the Curriculum

- Give all Ghanaian children of school going age the chance to benefit from quality basic
- education.
- Transform our schools into student-friendly, stimulating and engaging environments for learners to learn and fulfil their individual potentials.
- Inspire learners to know about and value the history of Ghana.
- Transform Ghana into a Mathematics friendly nation within an environment of science and technology.
- Produce graduates who can engage in life-long learning and can apply the knowledge innovatively.

Key Features

- Provisions for the acquisition of 4Rs: Reading, wRiting, aRithmetic and cReativity
- Making Ghana a Mathematics friendly nation.
- Reintroduction of History of Ghana.
- Provisions for the development of Core Competencies (Foundational and Lifelong Skills).
- Strengthening the teaching of French and the introduction of Arabic as Modern Foreign Languages.
- Emphasis on learning-centred pedagogy (differentiation, scaffolding and use of ICT as a pedagogical Tool).
- Emphasis on inclusion and diversity.

FRONT MATTER OF THE KINDERGARTEN CURRICULUM

1.1 Rationale for Kindergarten Curriculum

All over the world, Early Childhood researchers have attested to the fact that the first eight years are the formative and the most critical years in a child's life. The sort of physical and psychological environments that are created, the interactions and the experiences adults have with children, have lasting effects on them. At this stage the child requires basic needs like nutrition, warmth, health, security, interaction and stimulation for social, emotional psychological, physical and cognitive development. It is during this stage that the child establishes learning patterns, attitudes, personality and a sense of being. Children generally learn by practice and this is done naturally and best through play. They are very active, curious, and explorative and enjoy listening to stories. This natural tendency should be the basis for designing teaching and learning programmes for young children.

Since children learn better in a positive learning environment, where they feel emotionally and physically safe to enjoy learning, play-based learning should be provided to motivate children to attend, stay in school and perform better academically. An integrated, inquiry and discovery approach to teaching and learning will foster caring, supportive and committed relationships between teachers and children, as well as between children and their peers. Teachers become more confident in their practice, feel trusted by learners, and can develop better classroom management and positive discipline practices. Play-based learning further helps to develop the inherent potential of children and the critical thinking and imagination skills.

1.2 Teaching Philosophy

Participatory activities, play-based and child-centred experiences must be established in the classroom to enable children reflect on their experiences, collaborate and interact with other peers and adults. They should engage actively and connect what they are learning to their lives daily. Learning must be made functional, with the use of real life experiences to help the child apply lessons learned to their daily lives.

Integrated approaches and play methods should be used alongside inquiry and discovery in delivering the early childhood curriculum. Through play, children make sense

of the world around them and develop an internal process of inquiry that allows them to think critically and creatively about their environment as well as what they are learning. Play is critical for developing children's core skills, which are not only foundational for healthy child development, but are also building blocks for success in school, especially in the areas of literacy, numeracy and science.

A child's brain is not compartmentalised. The child learns better when the learning is integrated and holistic. Therefore an integrated and thematic approach will be used to integrate the various subjects and experiences that will be provided to these young ones. Teachers are encouraged to use experiential teaching and learning methodology to actively engage children in their learning processes.

To promote critical and creative thinking, inquiry and discovery approaches will be used to enable these young learners solve social problems. Since language development is crucial at this period, literacy skills will be integrated across the curriculum. A rich literate environment will be created in each classroom to encourage the young learners reflect, think, create, find out things for themselves, satisfy their curiosity; ask questions, criticise, solve problems; observe, view information critically, and assimilate new knowledge. In addition, children will be provided with materials and opportunities at different centres or corners of the classroom to explore and to independently carry out activities in order to help them achieve curriculum objectives in all areas.

Inclusive and differentiated learning strategies will be used to connect learning to the abilities of all learners including children with special needs. Interesting and child-friendly digital and ICT programmes and software will be integrated in the learning process to give a hands-on practice for children to experience the use of technologies. The rigidly structured and teacher-centred methods of teaching should be avoided.

1.3 Learning Philosophy

The Early Years learning curriculum is informed by three main philosophical ideas, namely the Brain research, Developmental theory and the Social Constructivism. Firstly, current international research on brain and neurological development of children affirms that the early years – from birth to eight years, is the time of maximum brain development. During this developmental period, the young child's brain is extraordinarily active, developing very fast, and this is the optimal time for learning and development for life. Early years are critical and very important because the experiences a child encounters at that period

have a decisive impact on the development of connections in the brain. During this critical and “sensitive period” of the early years, the child develops language and literacy skills, physical, psycho motor, cognitive, emotional control and interpersonal social skills. It is important for every growing child to be exposed to learning experiences that are positive, appropriate and holistic instead of fragmented and compartmentalized.

Secondly, developmental theories affirm that children go through distinct and unique stages in their development as they move through their early years. Every child is very unique and develops at their own pace. In language and cognitive skills development; children go through different stages that are unique. This curriculum identifies the individual differences and variability in a child’s development and affirms that the differences would not be seen as deficit or weaknesses, but rather as rich and appropriate developmental experiences to help them seamlessly bridge home and school experiences. This curriculum ensures that classroom experiences are made rich and activities are developmentally appropriate to cater for the different and unique stages.

Thirdly, the current curriculum relies on social constructivist philosophical notions which emphasise that children learn better when they are actively involved in their own learning: Learning is a social and interactive process. Children learn better when they interact and share ideas with adults and other knowledgeable peers around them. The typical characteristics of the children during the early years is that they are active, explorers, builders, also extremely curious and thus learn best when they are involved actively in their own learning process. For such children, learning and play are inextricably linked; and as children play and interact with their friends, they learn better.

Finally, to promote high quality learning, that is functional, meaningful, and authentic, the growing child needs a safe, warm, nurturing, and welcoming physical, social, emotional and psychological environment. This is vital because research affirms that the type of environment created for the child is key to their successful development and a brighter future.

1.4 General Aims

The current curriculum is designed to help children:

1. develop communication skills that will enable them communicate orally, and read fluently with understanding in both the Ghanaian languages and English and also be able to write;
2. use Numeracy in daily life by recognising situations that require mathematical problem solving strategies and apply them;
3. develop their core competencies in critical thinking and problem solving, creativity and innovation, communication and collaboration, cultural Identity and global citizenship, personal development and leadership and digital literacy;
4. know and appreciate the history of their own communities and Ghana;
5. awaken and develop their creative and entrepreneurial abilities;
6. use a wide range of materials, suitable tools including digital instruments and other resources to express ideas and to communicate their feelings;
7. develop their physical fitness and interest in games and sports;
8. create love for reading and writing;
9. develop an appreciation for cultural heritage, and
10. develop effective psychosocial skills for long-term learning that would enable them to have a smooth transition in education in later years.

1.5 Specific Aims

The overriding aim for the KG integrated thematic curriculum is to promote early literacy and numeracy as well as build the requisite social skills that equip young learners with effective foundational language and literacy as well as enhance their capabilities. The curriculum will help them:

1. Acquire the six essential skills in language and literacy (phonemic awareness, concept of print, alphabetic knowledge and phonics, vocabulary, comprehension, fluency) and use these effectively in their everyday reading and writing activities.
2. Acquire the basic skills that will assist them decode print.
3. Develop essential numeracy (counting, basic number operations, shapes, data collection etc.), generic and analytical skills that would enable them solve their everyday mathematical problems.

4. Develop the appropriate socio-cultural interactive skills that will assist them communicate, knowing what to say to who, how to say it and when to say it.
5. Develop the spirit of curiosity, creativity, innovation and critical thinking for understanding and developing themselves, their local and global environment.
6. Develop the awareness of the effective use of ICT e.g. digital literacies, as well as watch appropriate videos etc.

1.6 Teaching and Learning Expectations/Instructional Expectations

The curriculum expects to:

- Use play-based learning methods in delivering the curriculum content, as well as provide for experiential teaching and learning to help engage all learners in their learning.
- Prepare and make use of child-friendly instructional materials that actively engage learners with different learning abilities and enhance their understanding.
- Plan and organise a stimulating environment and print rich learning materials that support learners' physical, emotional, social and intellectual development.
- Employ multiple informal assessment methods to gather data about learners' abilities to guide teaching and learning as well as to provide feedback to both learners and parents.
- Encourage learners to use their senses in a variety of situations to build the skills of observing, comparing, experimenting, etc. These form the basis for the formation of positive and practical attitude to life.

Central to instructional expectations are the 5Cs, which are key attributes that need to be developed in all kindergarten learners. These are:

- Confidence
- Communication
- Co-operation
- Curiosity
- Concentration

1.7 Structure and Organisation of the Curriculum

The kindergarten curriculum is organised basing on:

Strands are the broad areas/sections or the thematic content to be studied.

Sub-strands are the sub-themes or sub topics under each strand around which the content is organised.

Content standard refers to the pre-determined level of knowledge, skill and/or attitude that a learner attains by a set stage of education.

Indicator is a clear outcome or milestone that learners have to exhibit in each year to meet the content standard expectation. The indicators represent the minimum expected standard in a year.

Exemplar refers to support and guidance, which clearly explains the expected outcomes of an indicator and suggests what teaching and learning activities could take to support the facilitators/teachers in the delivery of the curriculum.

ANNOTATION

A unique annotation is used to label the class, strands, sub-strands, content standards and learning indicators in the curriculum for the purpose of easy referencing. The annotation is defined in Figure **Curriculum Reference numbers**

A unique annotation used for numbering the strands, sub-strands, content standards and indicators in the curriculum for the purpose of easy referencing is shown below:

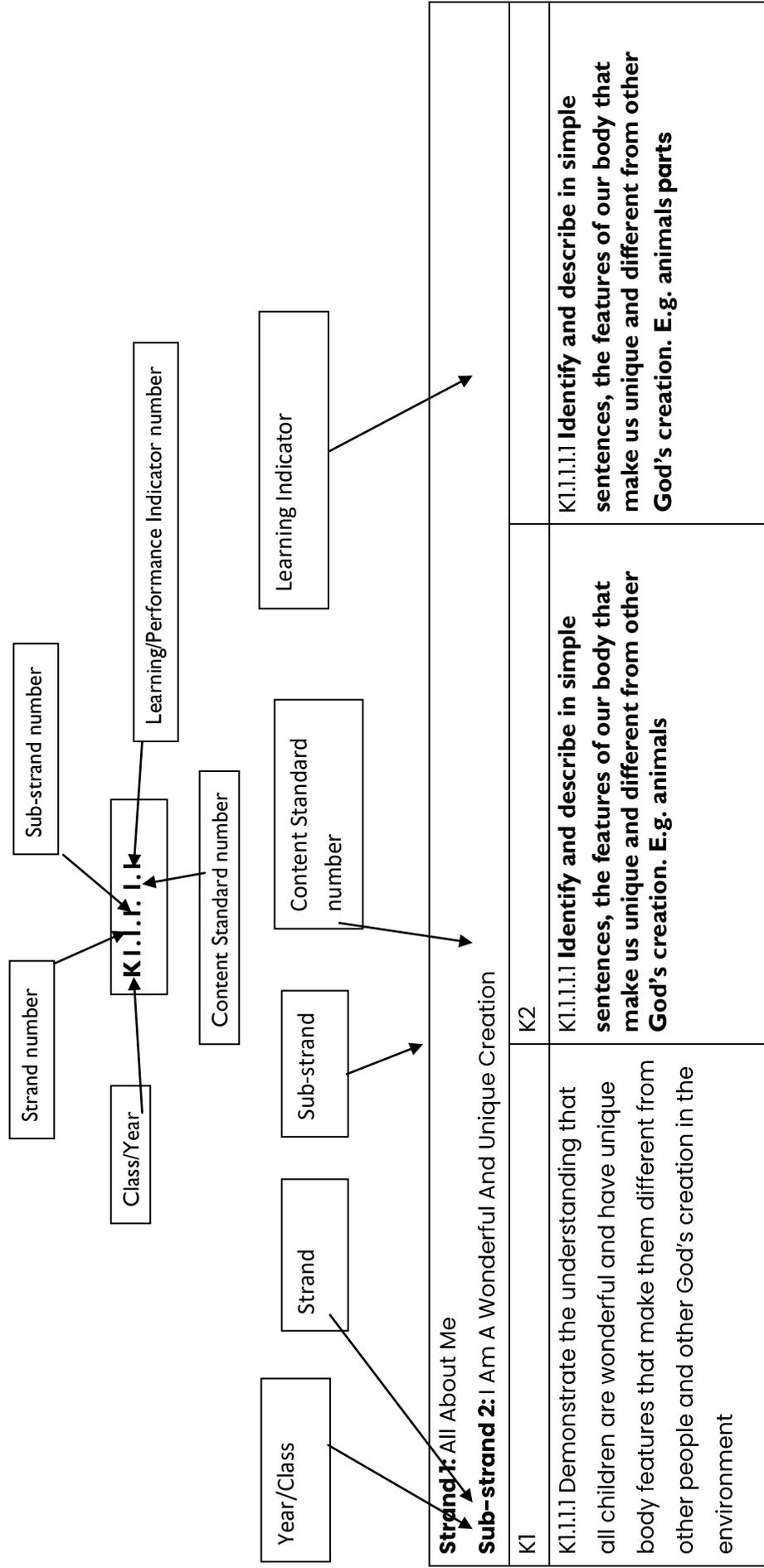


Figure 1: Curriculum Reference Numbers

1.8 Scope and Sequence of the Curriculum

As stated early on, in this KG curriculum, the following four basic disciplines/learning areas have been seamlessly integrated into thematic units to cover the whole year:

- Language and Literacy (LL), (comprising Oral Language, Reading and writing)
- Numeracy/Mathematics (N)
- Creative Arts (CA), and
- Our World and our People (WP). (Our world and Our People is a new subject area which integrates different disciplines such as Science, Agriculture Science, Geography, History and Citizenship, Religion).The content area themes are selected from “Our World and Our People”. The following are the seven thematic units that are developed and broken down into sub-themes to cover the whole years learning in KG 1 and KG 2:

- Thematic unit 1: All about me
- Thematic unit 2: My family
- Thematic unit 3: Good Manners, Values and Beliefs
- Thematic unit 4: Our Local Community
- Thematic unit 5: My Nation Ghana
- Thematic unit 6: All Around Us
- Thematic unit 7: My Global Community

Organization of the curriculum

Term	Strands (Theme)	KG 1	KG 2
1	1. All About Me	✓	✓
	2. My Family	✓	✓
2	3. Good manners, Values, & Beliefs	✓	✓
	4. Our Local Community	✓	✓
	5. My Nation Ghana	✓	✓
3	6. All Around Us	✓	✓
	7. My Global Community	✓	✓

DAILY PLAN(Time Table)

	30	1 30m	2 1hr	3 1hr	4 30m	
M		Circle Time 1	Group Activity 1 (Indoor/Outdoor)	Group Activity 2 (Indoor/Outdoor)	Phonics Time	Learning Centres
T		Circle Time 1	Group Activity 1 (Indoor/Outdoor)	Group Activity 2 (Indoor/Outdoor)	Phonics Time	Learning Centres
W		Worship	Circle Time 1	Group Activity 1 (Indoor/Outdoor)	Phonics Time	Learning Centres
T		Circle Time 1	Group Activity 1 (Indoor/Outdoor)	Group Activity 2 (Indoor/Outdoor)	Phonics Time	Learning Centres
F		Outdoor	Outdoor	Group Activity 2 (Indoor)	Phonics Time	Learning Centres
						Story Sharing
						Story Sharing
						Story Sharing
						Story Sharing
						Story Sharing

This daily Plan will ensure:

1. All Indicators are adequately covered in a flexible manner
 2. Learning takes place both indoors and outdoors.
 3. Varied sitting arrangement for learners e.g. small groups and whole group.
- It also support the easy implementation of this Thematic and Integrated Curriculum for Kindergarten

KEY:

Registration - Learners can do self-registration or the teacher can use this period to mark the register

Circle Time 1-Teacher treats an indicator from Language or and Literacy whiles the learners sit in a U-shaped or Horseshoe seating arrangement

Group Works- During this period, learners should be put into small groups to perform different activities with indicators from Numeracy, Language and Literacy and Creative Arts.

Learning Centres: Learners are grouped to use the Learning centres created in the classroom. It is strongly recommended that one of the two Groups Activity takes place outdoor.

Story Sharing: Each school day should end with 15–30 minutes story sharing



This period should be used to treat an indicator that relate to the Theme under Consideration, these are from Our World, Our People (WP) learning area. Learners sit in a U-shaped or Horseshoe seating arrangement for this activity.

Big Circle Time 3 (Phonics): A daily Phonics lesson is key to improving literacy among lesson. Phonics related Indicators can be covered during this Phonics Session or teachers could run structured Phonics programme .

PEDAGOGY AND ASSESSMENT

2.1 Creative and learning-centered pedagogies for teaching the kindergarten curriculum

The strategies used in the curriculum are:

- Thematic Approach
- Play-based methods
- Learner-centered Methods
- Inquiry/Discovery Methods

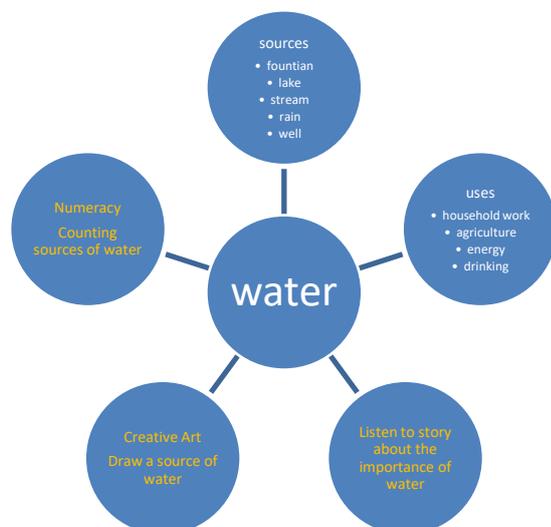
The Thematic Approach

- Integrates all learning areas around big and broad themes (Related ideas in the different learning areas are connected e.g. Webbing).
- Holistic teaching and learning.
- Learners incorporate various skills and link real life experiences to learning.

While setting up the class for these activities, the teacher should respond to learner differences in terms of styles of learning, interest, abilities etc. Teachers should use inclusive language and diminish gender role stereotypes in the organization of class activities so that the needs of both girls and boys and their diverse background characteristics are taken care of not only in strategies to engage learners but also assessment.

The Steps Involved in the Thematic Approach

With a broad theme as Water we have to investigate everything that has to do with water.



WEB OF INVESTIGATION

Steps /Activities

Starter: learners sing a song or rhyme about water (Jack and Jill went to fetch water)

Main:

- The teacher should set up various water stands with different sizes of bottles, bowls and empty cans and allow learners to play with it for some few minutes.
- Hang a picture/poster of sources of water and discuss with learners what the picture depicts.
- Teacher reads aloud a story about water.
- Learners to clap the syllables of the water sources (emphasising the types of water) and identify the initial letter sounds as well.
- Learners to identify the uses of water e.g. drinking, bathing, cooking etc.
- Assign learners to groups based (e.g. interest, learning styles, abilities etc) and ask them to investigate the importance of water to humans, animals, plants and generation of energy.
- Guide all learners to write the initial letter sounds (w, t, r, s, l).
Let Learners write in the air, in the sand, at their back and in the book.
- Learners to trace and colour the water sources (using template and stencils) and use the cotton bud or brush and poster colours to write the initial sound.
- Have learners measure water with different sizes of bottles, and compare volumes of different sizes of containers of water and their weight using words such as bottle 1 is heavier than container 2.

Plenary/Reflection

Learners recite the poem or sing the song 'water, water, water'.

Teaching and Learning materials to be used: Conversation poster/picture, water and containers, poster colours and brush/ cotton buds and craft punches.

The Play-based Methods

- Learning is organised in a way that enables all learners to organise and make sense of instruction through play.
- Promote manipulation of material, engage all of their senses as they learn.
- Teaching and learning is based on learners' interest and strength.
- Activities/instructions are based on authentic experiences.

- Play is varied to promote effective learning (co-operative/social, unoccupied, solitary etc.)

Steps involved in using the play-based approach

With a topic like: My Environment and My Health

Starter: Learners say the poem 'Mama I am sick'

Main:

- Teacher sets up the home and hospital corners and explain their functions in the human life.
- Teacher tells a short story about the topic and asks learners to role play the various characters that depict the do's and don'ts about our health.
- Learners talk about their experiences and lessons learnt from the sketch.
- Learners talk about and use the vocabulary learnt appropriately in sentences.
- Learners draw their dust bin and write the initial sound /b.
- Hang learners' work on the board and let each child talk about his or her sketch.

Teaching and Learning Materials used: classroom corners, manipulatives, magnetic boards, magnetic puzzles craft punches.

Plenary/Reflections: learners say the poem 'Mama I am sick'

The Learner-Centered Approach

- Teaching and learning activities are designed around the learner abilities and interests.
- The learning environment is set up to promote the learner's success.
- Emphasis is on what they do as against what the teacher does.
- The teacher is a co-learner.
- Learners construct and reconstruct knowledge in order to learn.

The learner actively:

- Sets goals for his/her learning and reflects on progress
- Works to construct meaning
- Links new information to prior knowledge
- Collaborates with others to learn

- Applies strategies to control the learning
- Reflects on what he/she has learnt

In learner-centered methods, the teacher:

- Plays a role of a facilitator (sets appropriate learning environment and guides learners to become successful in their learning)
- Provides appropriate scaffolding (gives the needed support to learners)
- Provides communication-rich and print-rich environment that enable learners to construct knowledge in a collaborative and meaningful way.
- Is a Co-learner (learns new things in the teaching process and incorporates in his/her instruction)
- Is a resource rather than an authority”.

Learner Centred Approaches

- Activity-based Learning
- Demonstrations
- Interactive/Participative
- Inquiry-based Learning
- Group Work (Pair/Buddy Share, Collaborative Learning, Problem-based Learning, Team Based Learning/Discussions)
- Learning Centres

Note: All strategies and activities should take into consideration inclusivity, gender, equity, etc.

Steps involved in using the Learner-Centred Approach

With a topic like: The Parts of the Body

Starter: Learners sing a song or rhyme about the body parts e.g. I have one head

Main:

- Using two children (male and female) demonstrate and talk about the body parts.
- Have individual learners talk about their body parts and functions.
- Show a poster/picture and have learners identify and talk about each body part and functions.
- Guide all learners to clap the syllables of the body parts and identify the initial letter sounds.
- All Learners fix a puzzle of the human body and use the flash cards to identify the various parts. E.g. Placing the word head on the right part of the puzzle.
- All learners write the letter sounds (b, h, a, s, f) in the air, in the sand tray at their back and in the books.
- Using the play dough or clay, all learners create the toy, indicating the major body parts and talk about the object they have created.

Plenary/Reflections: Learners sing the song “Ole, Ole tralalalala....”

Teaching learning material used: puzzles, manipulatives (toys that depict the human parts), play dough.

The Inquiry/Discovery Method

- Teacher together with learner investigate the theme (*E.g. plant-plant a seed and observe how it will grow*).
- All learners carry out investigation – gather data (*e.g. Plant – learners count the seeds as they put in the soil adding on or taking away*).
- Develops information processing and problem-solving skills. (learners learn about the steps/processes involved in planting seeds and taking care of it).
- Makes use of resources beyond classroom/school (pupils can take care of plants in their home or school and an expert gardener can be invited to talk about gardening to the children).
- child centred–Teacher facilitator.
- More emphasis on “how we came to know,” (process) less on “what we know” (product).

Steps involved in the Inquiry or Discovery Method

With a topic like Plants

Starter: Learners say a rhyme about plants e.g. ‘Two small oranges’

Main:

- Teacher sets up the plants and fruits corners and allows learners to manipulate to do their own discovery.
- Have all learners talk about their discoveries (comparing the sizes and colours of the leaves and seeds).
- Using the fruits corner, learners make fruit juice with the various fruits in the corner.
- All Learners use the plants corner to create a plant or seed album (busy binder).
- Learners talk about the albums they have created and appreciate that of their friends.

Plenary/Reflections: Learners say the poem 'fruits, fruits, fruits'

Teaching and learning materials: manipulatives, realia (fruits, plants), manila cards and glue.

2.2 Formative Assessments in Lessons

Assessment at the kindergarten level has three folds: assessment as learning, assessment for learning and assessment of learning.

Assessment as learning is getting learners to have knowledge of the expected goal for the day and encouraging them to ensure that they meet the learning expectation.

Assessment for learning is when the teacher puts in simple questions and activities to ensure that the learning goal is being met. The teacher needs to observe, use checklist, takes records of children's performance and keeps a portfolio of their work.

Assessment of learning is done at the end of the term or year and the records of observation, checklist and portfolio would be used to influence this process.

At this level, assessment must be non-formal, teachers must therefore avoid the temptation of engaging in paper and pencil test to assess Kindergarten learners. NO END OF MONTH OR TERM PAPER AND PENCIL TEST/EXAMS IN KINDERGARTEN. Assessment must be done through daily observations and conversation during learning activities with the teacher recording learners' progress. Portfolio assessment could also be used at this Level. This form of assessment will tell the teacher and the parents the specific indicators a child is achieving, those yet to be achieved and those the child has moved beyond.

Recording Observation

The indicators assessed are recorded in an observational note book. The observation and recording will be done daily. To prepare your observational Notebook for use, Open your notebook at the first double page, On the left hand side of the page you will list the children's names and rule up the columns as shown below. Record the date you are assessing the child and the Code of the Indicator you are assessing. You can then Observe while the activity is ongoing or after the activity (looking into their exercise books).

The Observation Notebook is used to record all levels of achievement, that is Developing the skill (D), Achieved the skill (A) and Moved beyond Achieving the skill (A+). Write a Zero against the name of the child who is absent.

Names Of Children	Date		13.08.19		13.08.19		14.08.19		14.08.19		15.08.19		15.08.19		15.08.19	
	Code	KI 1.1.1	KI 1.2.1	KI 1.2.1	KI 1.3.1	KI 2.1.1										
Cosmos	A	A	D	D	A+	A	A	A	A	A	A	D				
Foster	D	D	A+	A	A	A	A	A	A	D	D	A				
Robert	A	A	A	D	D	A	A	A	A	A	A	D				
Dotse	A	A	D	A	A	A	A	A+	A	D	D	A				
Salifu	D	D	D	D	D	D	D	D	D	D	D	A				
Bukari	A	A	A	A	A	A	A	D	D	A	A	A				
Kojo	0	0	0	0	0	0	0	0	0	0	D	A				
Felicia	A	A	D	A+	A	A	A	A	A	A	A	A				
Mariam	D	D	A+	A	A	A	A	A	A	D	D	A				
Prince	A	A	A	D	D	A	A	A	A	A	A	A+				
Richard	A	A	D	A	A	A	A	A	A+	A	0	0				
Sulemani	D	D	D	D	D	D	D	D	D	D	A	D				
Abubakar	A	A	A	A	A	A	A	D	D	A	A	A				
Kwabena	D	D	D	D	D	D	D	D	D	D	D	D				
Kafui	A	A	D	A+	A	A	A	A	A	A	A	D				
Ama	D	D	A+	A	A	A	A	A	A	D	D	A				
Nana	A	A	A	D	D	A	A	A	A	A	A	D				
Felix	A	A	D	A	A	A	A	A	A+	D	D	A				
Sarah	D	D	D	D	D	D	D	D	D	D	D	A				
Grace	A	A	A	A	A	A	A	A	D	D	A	A				
Quartey	A	A	A	D	D	D	D	D	D	D	D	A				

Portfolio Assessment

This is a purposeful collection of student work that has been selected and organized to show student learning progress (developmental portfolio) or to show samples of learner’s best work (showcase portfolio). Portfolio assessment can be used in addition to Observation and Checklist forms of Assessment. The focus is on development of self-evaluation skills. Teacher and learners must meet to discuss evaluations (teachers can get a good window into students’ understanding of their progress). In addition to improving instruction, the goal is to help student internalize criteria for excellence and Can be used for student-directed conferences with parents.

What do portfolios contain? Portfolios contain Samples of independent work which are evaluated by teacher, peer and self-reflections on the growth over a period of time (e.g., “I used to draw without eyes but now, all my drawings have eyes).

How do we decide what to include in the portfolio?

Start with early works to provide a basis for comparison of later work, Include a variety of works in each category. Include works that reflect the learning indicators have been learned. Teachers can keep learners work in rubber/paper bags.

Sample Assessment Task

Content strand	Indicator	Assessment for learning (oral presentation in the learning process)	Assessment as learning (peer assessment in the lesson process)	Assessment of learning (independent test — end week activity)
<p>Content Standard: K2.1.3 Demonstrate understanding of personal hygiene and care of the human body.</p>	<p>Indicator: K2.1.3.1.1 Learners use simple language to describe and engage in conversation about different part of their bodies that should be cared for.</p>	<p>Learners are tasked to orally talk about the different parts of their bodies that should be cared for. E.g. What will you use in addition to water to wash your hands? Answer: soap</p>	<p>In pairs, learners observe and comment on how their friends demonstrate washing of their hands.</p>	<p>Ask learners to demonstrate the proper way to wash hands.</p>

In the example below, different assessment tasks have been developed under single indicator from the Kg curriculum.

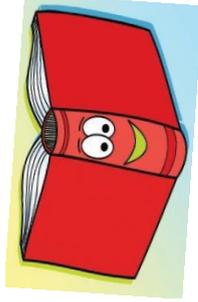
Indicator: K2.1.3.1.1 Use simple language to describe and engage in conversation about different parts of their bodies that should be cared for.

TASK 1: Circle all items that can be used to care for the body.



Indicator: K2.1.3.1.1 Use simple language to describe and engage in conversation about different parts of their bodies that should be cared for.

TASK 2 : Cut and paste items we use to care for the body.



2.3 Teaching and Learning Resources for Teaching Kindergarten

Study the curriculum for each class and identify the teaching and Learning Resources/Materials that will be needed for an effective implementation of the standards.

The form below indicates the needed TLMS and **how teachers and learners can obtain** the TLMS you have identified by ticking the correct option in the response column.

Key: **NC** = No Cost to the teacher; **LC** = Low Cost to the Teacher/can be improvised; **PS** = to be purchased by School; **PP** = to be provided by parents;

CLASS:

S/	LEARNING RESOURCE	RESPONSE			
		NC	LC	PS	PP
1	Learning Centres	✓			
2	Wall charts			✓	
3	Conversational poster			✓	
4	Picture		✓		
5	Water and containers	✓			
6	Poster colours and brushes			✓	
7	Cotton buds, animals, fruits and numeral stamps			✓	
8	Puzzles (alphabet, shapes and colours)			✓	
9	Manipulatives (toys)			✓	
10	Play dough			✓	
11	Glue			✓	
12	Scissors			✓	
13	Alphabet cards		✓		
14	Word cards		✓		

Study the Curriculum for each class and identify the teaching and Learning Resources/Materials that will be needed for an effective implementation of the standards.

Complete the form below by writing the needed TLMS. Indicate **how teachers and learners can obtain** the TLMs you have identified by ticking the correct option in the response column.

Key: **NC** = No Cost to the teacher; **LC** = Low Cost to the Teacher/can be improvised; **PS** = to be purchased by School; **PP** = to be provided by parents;

CLASS

S/ No	LEARNING RESOURCE	RESPONSE			
		NC	LC	PS	PP
1	Learning Centres				
2	Wall charts				
3	Conversational poster				
4	Picture				
5	Water and containers				
6	Poster colours and brushes				
7	Cotton buds, animals, fruits and numeral stamps				
8	Puzzles (alphabet, shapes and colours)				
9	Manipulatives (toys)				
10	Play dough				
11	Glue				
12	Scissors				
13	Alphabet cards				
14	Word cards				

Important Things to Note

- Teachers should ensure that the classrooms are print-rich which will enable children to interact with their environment, thereby enhancing their language skills.
- Engaging parents/community in the teaching and learning of their children. Parents and the community play a critical role in the training and education of the KG child.
- They can contribute in diverse ways in moulding the character of the KG child and support the schools to create a conducive environment for learning that can provide a vision of comprehensive and integrated service.
- They could tell stories and rhymes, role play scenes, play games and share experiences with the KG child.

SCHEME OF LEARNING

3.1 Processes of Writing Scheme of Learning

Introduction

This document is a scheme of learning created by the National Council for Curriculum Assessment (NaCCA) as a suggested plan of delivery for the Primary [insert subject] curriculum. The term, 'schemes of work' outlines the sub-strands to be covered in each term, and the content standards learners should be able to demonstrate with respect to each of the sub-strands.

Content Standards for each class have been grouped into Strands and sub-strands. These have been arranged in a recommended teaching order but the teacher is free to teach Sub-strands in any order within a class per local requirements and resources.

The scheme for Kindergarten has assumed term duration of twelve (12) teaching weeks. An overview of the sequence of the week and the term for each sub-strand as shown in Table 1.

The scheme has been based on the minimum length of a school year to allow flexibility. The teacher should be able to add more teaching time as necessary, to suit the pace of their learners and to fit the work comfortably.

3.2 Sample Yearly Scheme of Learning

Kindergarten One— Yearly View

Weeks	Term 1 Sub Strands)	Term 2 Sub-Strands	Term 3 Sub-Strands
1	K1.1.1 I am a wonderful and Unique creation	K1.3.1 Our Family Values	K1.6.1 Living And Non-Living Things
2	K1.1.2. The parts of the human body and their functions	K1.3.1 Our Family Values	K1.6.2 Living Things – Animals (Domestic And Wild)
3	K1.1.3 Caring for the parts of My Body	K1.3.2 Our Cultural Value	K1.6.2 Living Things – Animals (Domestic And Wild)
4	K1.1.4 Keeping My Body healthy by eating good food and taking my vaccination	K1.3.3 Our Religious Values	K1.6.3 Water
5	K1.1.4 Keeping My Body healthy by eating good food and taking my vaccination	K1.3.4 Our Beliefs	K1.6.4 Air
6	K1.1.5 My environment and my Health	K1.3.4 Our Beliefs	K1.6.5 Plants -1
7	K1.1.6 Protecting ourselves from home and road accidents	K1. 4.1 Knowing the Special Places In Our Local Community	K1.6.6 Plants – 2
8	K1.1.6 Protecting ourselves from home and	K1.4.2 Knowing (Who) the Important People	K1.6.7 Gardening

	road accidents	/ Occupation In Our Community	
9	K1.2.1 Types and members of my Family	K1.4.2 Knowing (Who) the Important People / Occupation In Our Community	K1.6.8 Day and Night
10	K1.2.2 Origin and History of my Family	K1.4.3 Knowing The Special Leaders In Our Community And Country	K1.6.9 Changing Weather Conditions
11	K1.2.3 Family Celebrations and Festivals	K1.5.1 History and celebration of Ghana's independence	K1.7.1 Connecting and Communicating with the Global Community
12	K1.2.4 My school family—rules and regulations	K1.5.1 History and celebration of Ghana's independence	K1.7.1 Connecting and Communicating With the Global Community

3.3 Kindergarten two – Yearly Scheme of Learning

Weeks	Term 1 Sub-Strands	Term 2 Sub-Strands	Term 3 Sub-Strands
1	K2.1.1 Am a Wonderful And Unique Creation	K2.3.1 Our Personal Value	K2.6.1 Living and Non Living Things
2	K2.1.2 The Parts of the Human Body (Both External and Internal) and their Functions	K2.3.2 Our Cultural Values	K2.6.2 Living Things – Animals (Domestic and Wild)
3	K2.1.3 Personal Hygiene and Caring for the	K2.3.3 Our National and Civic Values	K1.6.2 Living Things – Animals

	Parts of the Body		(Domestic and Wild)
4	K2.1.4 Keeping My Body Healthy And Eating Good Food and Taking My Vaccinations	K2.3.3 Our National and Civic Values	K2.6.3 Water
5	K2.1.5 My Environment and My Health	K2.3.4 Our Beliefs	K2.6.4 Air
6	K2.1.6 Protecting Ourselves From Road Accidents and Harmful Strangers	K2.4.1 Knowing the Special Places in Our Local Community	K2.6.5 Plants –1
7	K2.1.6 Protecting Ourselves From Road Accidents and Harmful Strangers	K2.4.2 Knowing (Who) the Important People/ Occupation in Our Community	K2.6.6 Plants – 2
8	K2.2.1 Types and Members of My Family	K2.4.2 Knowing (Who) the Important People / Occupation In Our Community	K2.6.7 Gardening
9	K2.2.2 Family History	K2.4.3 Knowing the Special Leaders in Our Community and Country	K2.6.8 Day and Night
10	K2.2.3 Family Celebrations and Festivals	K2.4.3 Knowing the Special Leaders in Our Community and Country	K2.6.9 Changing Weather Conditions
11	K2.2.3 Family Celebrations and Festivals	K2.5.1 History and Celebrations of Ghana	K2.7.1 Connecting and Communicating with the Global Community

12	K2.2.4 My School Family	K2.5.2 Some Major Historical Locations in Our Country	K2.7.2 Financial Literacy Buying and Selling
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A format suggested for writing a scheme of Learning (SOL) for teaching the curriculum (see excerpt in Table 2; and the full document is in Appendix) require listing the strands, sub-strands, the standard's number and a cluster of associated indicators. Each lesson may contain two or more indicators.

Table 3 Suggested format for writing Termly Scheme of Learning (SOL) for KG 1 Term 1

Week	STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1.	K1.1 All About Me	K1.1.1 I am a wonderful and Unique creation	K1.1.1.1	K1.1.1.1 K1.1.1.2 K1.1.1.3 K1.1.1.4 K1.1.1.5 K1.1.1.6 K1.1.1.7	Poster/cut-outs pictures depicting body parts Big Book Counters, (e.g. straws, bottle tops)
2.	K1.1 All About Me	K1.1.2 The parts of the human body and their functions	K1.1.1.2	K1.1.2.1 K1.1.2.1.4 K1.1.2.1.5 K1.1.2.1.6 K1.1.2.1.7	Poster/cut-outs pictures depicting body parts and functions Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)

3.	<p>K1.1AII About Me</p> <p>K1.1.3 Caring for the parts of my body</p>	K1.1.3.1	K1.1.3.1.1	K1.1.3.1.2	K1.1.3.1.3	<p>Poster/cut-outs pictures depicting how to care for the body parts,</p> <p>Big Book, crayons, real/pictures of body cleaning equipment,</p> <p>Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>
4 &	<p>K1.1AII About Me</p> <p>K1.1.4 Keeping my Body healthy by eating good food and taking my vaccination</p>	K1.1.4.1	K1.1.4.1.1	K1.1.4.1.2	K1.1.4.1.3	<p>Poster/cut-outs pictures depicting the healthy food groups, chart of the childhood killer diseases,</p> <p>Big Book, crayons, real/pictures of food items from the good groups,</p> <p>Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>
6.	<p>K1.1AII About Me</p> <p>K1.1.5 My environment and my Health</p>	K1.1.5.1	K1.1.5.1.1	K1.1.5.1.2	K1.1.5.1.3	<p>Poster/Pictures depicting clean environment,</p> <p>Real/Pictures of equipment for cleaning,</p> <p>Big Book, crayons,</p> <p>Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>

7 & 8.	K1.1AII About Me	K1.1.6 Protecting ourselves from home and road accidents	K1.1.3.1	K1.1.6.1.1 K1.1.6.1.2 K1.1.6.1.3 K1.1.6.1.4 K1.1.6.1.5 K1.1.6.1.6 K1.1.6.1.7	Poster/Pictures depicting causes and prevention of accidents, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
9.	K1.2 My Family	K1.2.1Types and members of my Family	K1.2.1.1	K1.2.1.1.1 K1.2.1.1.2 K1.2.1.1.3 K1.2.1.1.4 K1.2.1.1.5 K1.2.1.1.6 K1.2.1.1.7	Poster/Pictures depicting family members, word cards of kinship terms, Big Book, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
10.	K1.2 My Family	K1.2.2 Origin and History of my Family	K1.2.2.1	K1.2.2.1.1 K1.2.2.1.2 K1.2.2.1.3 K1.2.2.1.4 K1.2.2.1.5 K1.2.2.1.6 K1.2.2.1.7	Poster/Pictures depicting peoples from different parts of Ghana, Ghana Map, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
11.	K1.2 My Family	K1.2.3 Family Celebrations and Festivals	K1.2.3.1	K1.2.3.1.1 K1.2.3.1.2 K1.2.3.1.3 K1.2.3.1.4 K1.2.3.1.5 K1.2.3.1.6 K1.2.3.1.7	Poster/Pictures depicting family celebrations e.g. birthday, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)

12.	K1.2 My Family	K1.2.4 My school family rules and regulations	K1.2.4.1	K1.2.4.1.1 K1.2.4.1.2 K1.2.4.1.3 K1.2.4.1.4 K1.2.4.1.5 K1.2.4.1.6	Poster/Pictures depicting school/classroom gathering e.g. worship, our day etc. Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
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Table 4 Suggested format for writing Scheme of Learning (SOL) for KG 2 Term I

STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1.	K2.1All About Me	K2.1.1 I am a Wonderful and Unique Creation	K2.1.1.1 K2.1.1.2 K2.1.1.3	Poster/cut-outs pictures depicting body parts, ball, word cards of descriptive words e.g. tall, dark, short etc, cut out shapes, Big Book Counters, (e.g. straws, bottle tops)
2.	K2.1All About Me	K2.1.2 The Parts of The Human Body (Both External and Internal) and their Functions	K2.1.1.2 K2.1.2.1.1 K2.1.2.1.2 K2.2.1.1.3 K2.1.2.1.4 K2.2.1.1.5 K2.2.1.1.6 K2.2.1.1.7	Poster/cut-outs pictures depicting body parts and functions Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
3.	K2.1All About Me	K2.1.3 Personal Hygiene/Caring for the Parts of the Body	K2.1.3.1 K2.1.3.1.1 K2.1.3.1.2 K2.1.3.1.3 K2.1.3.1.4 K2.1.3.1.5 K2.1.3.1.6 K2.1.3.1.7	Poster/Pictures depicting how to care for the body parts, Big Book, crayons, Real/pictures of body cleaning equipment, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)

4.	K2.1 All About Me	K2.1.4 Keeping My Body Healthy And Eating Good Food and Taking My Vaccinations	K2.1.4.1	<p>K2.1.4.1.1 Poster/cut-outs pictures depicting the healthy food groups, chart of the childhood killer diseases, Big Book, crayons, real/pictures of food items from the good groups, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>
5.	K2.1 All About Me	K2.1.5 My Environment and My Health	K2.1.5.1	<p>K2.1.5.1.1 Poster/Pictures depicting clean environment, Real/Pictures of equipment for cleaning, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>
6 & 7.	K2.1 All About Me	K2.1.6 Protecting Ourselves From Road Accidents And Harmful Strangers	K2.1.3.1	<p>K2.1.6.1.1 Poster/Pictures depicting causes and prevention of accidents, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>
8.	K2.2 My Family	K2.2.1 Types and Members of My Family	K2.2.1.1	<p>K2.2.1.1.1 Poster/Pictures depicting family members, word cards of kinship terms, Big Book, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)</p>

9.	K2.2 My Family	K2.2.2 Family History	K2.2.2.1	K2.2.2.1.1 K2.2.2.1.2 K2.2.2.1.3 K2.2.2.1.4 K2.2.2.1.5 K2.2.2.1.6 K2.2.2.1.7	Poster/Pictures depicting peoples from different parts of Ghana, Ghana Map, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
10 & 11.	K2.2 My Family	K2.2.3 Family Celebrations and Festivals	K2.2.3.1	K2.2.3.1.1 K2.2.3.1.2 K2.2.3.1.3 K2.2.3.1.4 K2.2.3.1.5 K2.2.3.1.6 K2.2.3.1.7	Poster/Pictures depicting family celebrations e.g. birthday, Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)
12.	K2.2 My Family	K2.2.4 My school family	K2.2.4.1	K2.2.4.1.1 K2.2.4.1.2 K2.2.4.1.3 K2.2.4.1.4 K2.2.4.1.5 K2.2.4.1.6	Poster/Pictures depicting school/classroom gathering e.g. worship, our day etc. Big Book, crayons, Counters, (e.g. straws, bottle tops, pebbles, marbles, etc.)

In the new curriculum, teachers are expected to make connections across standards within a given strand, and that is why in the SOL related standards are “clustered” (i.e. grouped together) under a key idea. The use of clustered standards for planning and delivery of lessons allows teachers to quickly recognize the different related understandings or skills pupils need to develop in order to achieve full understanding of a key idea. Teachers are therefore required to carefully read the standards they plan developing in their learners each week and identify the group of indicators the learners have to demonstrate for achieving these standards.

It is also important for teachers to note that the strands themselves, and the standards for a given strand, are not necessarily organized sequentially. For example, just because standard A comes before standard B does not mean that standard A should be addressed before standard B. Teachers might want to address standard B before standard A or address the two standards at the same time.

STRAND	SUB-STRAND	CONTENT STANDARDS	INDICATORS	RESOURCES
1.				
2.				
3.				
4.				
5.				

6	
7.	
8.	
9.	
10	
11.	
12.	

SESSION 3.5.1: LESSON PLANNING

A lesson plan (referred to as lesson notes) based on this scheme of work must be prepared for the associated indicators to the content standard to be achieved. The lesson plans do not have to be lengthy. What is important is to make sure they contain the main elements of the lesson. They are meant to guide instructional activities so teachers can maximize classroom time.

Phases of the Lesson Plan

Teachers must understand how to arrange the different learning activities in the indicators into a logical progression of learning for young children. To do this effectively it is recommended that lessons in primary schools should comprise the following three phases of learning activities:

- Phase 1: Starter (preparing the brain for learning)
- Phase 2: Main (new learning including assessment)
- Phase 3: Plenary/Reflections (Learner and teacher)

The starter sets the tone. Activities which engage learners, get them thinking and provide a clear focus on learning, creates a purposeful atmosphere in which the teacher is in charge and the students are ready and willing to work. As learners are learning a new game, song, rhyme and the related concepts, it may be necessary to go a little slower. However, teachers should quickly pick up the pace so that pupils become faster and faster at accessing these important concepts. The goal is to maintain a lively pace and provide an energetic start to the class.

It is important to review and reinforce concepts covered in previous weeks or classes as part of the starters. For that reason, the weekly schemes of works outline short, fun games and activities teachers can do to reinforce understanding. Teachers should strive to do at least a short starter activities per lesson.

The bulk of the main (new learning including assessment) phase in a lesson plan should be devoted to having all learners:

- explore the new learning areas for the day
- work in pairs or groups to carry out differentiated tasks
- work with resources or tools to carry out differentiated tasks
- share and discuss their results and strategies
- develop relevant core competencies (i.e. problem solving, critical thinking, communication, digital literacy, collaboration etc.)

In addition to the above, and for the purpose of assessment, in each lesson, time should be set aside for learners to work independently or collaboratively on problems. During this time, the teacher should move around, look at and check learners' work.

The Plenary/Reflections phase is a fantastic opportunity to reflect, recap on and consolidate the learning that has happened in the day's lesson. They can also be used to introduce ideas that will be visited in the next lesson. Forming a bridge for continuous learning. Ideally, an effective plenary:

- Usually occurs at the end of a lesson but can also be used at other points in the lesson if appropriate
- Brings the whole group together to participate
- Is used by the teacher (and to an extent by the pupils) to check on learning so far and to identify any misconceptions that need to be corrected
- Directs students to the next phase of learning
- Helps learners to understand not only what they have learned, but also how they learned it

Some useful plenary techniques:

1. Post-it notes for learners to collect 3 things they have learnt.
2. Using a flip chart or whiteboard/chalkboard to collect group learning achievements
3. Showing 5, 4, 3, 2, 1 fingers to demonstrate success in learning progress on a five-scale point. For example, 5 fingers mean 'I really got it', 4 means 'mostly got it', 3 means 'got some of it', 2 means 'got little of it' and 1 means 'didn't get it'.
4. Sit in a hot seat and make 3 points as a key character that would be an expert in the lesson outcome, hand on to another class member who has to make 2 points, then down to 1.

Note: Always finish on time so that you don't miss out the plenary in your lesson plan. It should be very clear to any observer that learners have made progress in learning and can demonstrate it. Where insufficient progress has been made it should be clear what the plan of action will be to address this next lesson. One of the most common criticisms is that teachers don't use assessment outcomes to inform future planning. Make it clear

that you can see what each and every learner has learnt and what the next steps are to secure progress.

Time Allocation for the Phases of a Lesson

The curriculum is designed to be delivered in either a single, daily 60-minute block of time, or two 30-minute blocks of time, each day. The recommended allocation of time to phases is summarized in Tab

3.5 Sample: DAILY Lesson Plan

Date: 16/09/2019		Strand: ALL ABOUT ME (K1.1)	
Day: Monday		SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION (K1.1.1)	
Class: KG1 Class size: 40			
Content Standard: K1.1.1.1 Demonstrate the understanding that all children are wonderful and have unique body 70Pfeatures that make them different from other people and other God's creation in the environment		Indicator: K1.1.1.1.1 Identify and describe in simple sentences, the features of our body that make us unique and different from other God's creation. E.g. animals K1.1.1.2 Sing an action song that helps learners name the parts of the body and point to them	
Performance Indicator: Learners can talk about their body parts, and also sing an action song about the body.		Core Competencies/Values: communication &, Collaboration, Personal Development & Leadership, communication and critical thinking.	
Key words: fair, short dark, tall, hair, beautiful, handsome			
Phase/Duration		Learners activities	
Phase: Starter (preparing the brain for learning) 5 minutes		Say the poem "I am black and beautiful" Look at their friends and say something about their friends' body features.	
		Resources	

<p>Phase 2: Main (new learning including assessment) 20 minutes</p>	<ul style="list-style-type: none"> • Sit in a semi-circle (community circle time), pass a ball and when you have the ball you answer few questions. E.g. what is your name? How old are you? • Pair and observe their partner and compare their body features and share their observations with the class. • Talking circle time (talk about what is unique about your partner) • Observe a picture about children and identify the uniqueness of each person. Then they observe their peers and clap the vocabulary that is used to describe their uniqueness. E.g. Ama is dark, so we clap once and say dark. • Count and say the number of children who are fair/dark, tall/short. • Listen to a song about the body parts and also sing along. • Sing the song in groups of four, dance and do the actions. • Colour the human body according to their complexion and that of their friends. • Make a choice to use any of the learning centres created • Listen to a story about the body. <p>Assessment: show pictures of different body part for children to identify and briefly talk `about</p>	<p>Ball</p> <p>Pictures of different children</p> <p>Paper, crayons, pencils</p> <p>Learning centres</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes</p>	<p>Teacher: recite the poem, "I am black and beautiful"</p> <p>Learners: "I am black and beautiful</p> <p>God made me so</p> <p>I love my colour because it is a unique colour</p> <p>Black is beautiful."</p>	

<p>Date: 17/09/2019</p> <p>Day: Tuesday</p> <p>Class: KG1 Class size: 40</p>	<p>Strand: All About Me</p> <p>SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION (K1.1.1)</p>	
<p>Content Standard:</p> <p>K1.1.1.1 Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment.</p>	<p>Indicator: K1.1.1.1.3 Recognize and describe the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts.</p> <p>K1.1.1.1.4 Learn and use new and positive expressions/vocabulary related to the parts of the body</p>	<p>Performance Indicator: Learners can identify the cover page of a book and use the right vocabulary to describe his/her features.</p> <p>Learners use new vocabulary to talk about themselves</p> <p>Key words: front, back, top, down. fair, dark, short, tall, fat, slim</p>
<p>Phase/Duration</p>	<p>Learners activities</p>	<p>Resources</p>
<p>Phasel: Starter (preparing the brain for learning)</p>	<p>Sing the song "I have one head"</p> <p>Say what they know about the theme</p>	

<p>Phase 2: Main (new learning including assessment)</p>	<ul style="list-style-type: none"> • Sit in a semi-circle (community circle time) show learners a big book about the human body parts. • Identify the front cover by giving them clues. • Read aloud the story to learners (pause in between the reading and ask learners to make predictions) • Talk about the text to their peers in groups and then discuss with the entire class. • Take a gallery walk to observe the conversational posters and toys of human body displayed in the class. • In a think-pair-share, share your observations with your partners, then change partners and discuss with them too. • Go for a listening walk and talk about the sounds they heard from the environment • Identify the initial letter sounds of the various words and show a letter cards to them. • Put themselves in two groups – those who are tall and those who are short. Let them count the number in each group then show the numeral card and let them say it. • Take turns to count and pick the numeral card and say the number. • Draw their friend and colour. • Make a choice to use any of the learning centres create • Listen to a story about the body. <p>Assessment: Identify the parts of a book. In pairs learners, use a 'wow word'</p>	<p>The big book on body parts</p> <p>Conversational posters about the human body</p> <p>Letter cards</p> <p>Numeral cards</p> <p>Papers and crayons</p> <p>Book Centre, shopping Centre, Home Centre</p> <p>Story book</p>
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	or new word they have learnt that could be used to describe themselves.	
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>	<p>sing the song "I have one head" " I have one head, I have two ears I have two eyes, one nose one mouth Two hands, two legs One body and neck".</p>	

Date: 18/09/2019		Strand: All About Me	
Duration: Wednesday		SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION (K1.1.1)	
Class: KG1	Class size: 40		
Content Standard: K1.1.1 Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment.		Indicator: K1.1.1.7 Create sets of human parts that are similar and represent them with numbers up to 5.	
Performance Indicator: Learners can count similar body parts and number them.		Core Competencies/Values: Critical thinking and Problem Solving, Communication and Collaboration	
Key words: special, functions, beautiful, sneeze, blend			
Phase/Duration	Learners activities		Resources
Phase: Starter (preparing the brain for learning)	Sing the song "Show me your head" Ask your partner to point to his/her head		
Phase 2 : Main (new learning including assessment)	<ul style="list-style-type: none"> • Sing the song "I have one head" and let learners touch their body parts correctly according to the song. • In groups of fives, touch and count some body parts to their friends. E.g. touch your eyes, now count them. How many eyes do you have? Now raise up your right fingers, how many are they? • Using Outdoor, observe a conversational poster of a human body, ask one child to point to the head and let all the children count. Introduce the 		Cards, stencils, poster colours tree, Old magazines, cutters,

	<p>numeral 1 by showing a numeral card to learners.</p> <ul style="list-style-type: none"> • Count other parts which are also single and pick the numeral 1 and paste it on the part (I have one nose). • Count other parts which comes in pairs and introduce the numeral 2. Distribute the numeral cards 1 and 2, let children turn to their partner and points and count a body part which has one or two members then pick and show the numeral card to the partner. • Write numerals (1 and 2) in the air, at the back of their friends, in the sand tray and (with crayon) write on a sheet of paper. • In an activity time, ask learners to identify the body parts, listen to initial letter sound and say. • Work in groups, each points a particular body part and say the initial letter sound. • Draw any part of their body which has one or two members then write the numeral under the picture made. • Make a choice to use any of the learning centres created • Listen to a story about the body. <p>Assessment: Take turns to talk about your art work. Display your work and let us have a gallery walk to appreciate the work of others. Keep the finished work in your portfolio for future. compare your work with that of your friend and say some of the differences you see.</p>	<p>markers, cards</p> <p>Markers and cards,</p> <p>Cards and markers</p> <p>, saw dust,</p> <p>Outlines of different kinds of plants, real plants.</p> <p>Book Centre, shopping Centre, Home Centre</p> <p>Story book</p>
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Phase 3: Plenary/Reflections (Learner and teacher)	Sing the song "I have one head..."
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Date: 19/09/2019		Strand: All About Me	
Day: Thursday		SUB-STRAND: I AM A WONDERFUL AND UNIQUE CREATION (K1.1.1)	
Class: KG1		Class size: 40	
<p>Content Standard: K1.1.1 Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment</p>		<p>Indicator: K1.1.1.1.7 Create sets of human parts that are similar and represent them with numbers up to 5.</p> <p>K1.1.1.1.6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper</p>	
<p>Performance Indicator: Learners can count the parts of their body up to 5 and make a picture of themselves.</p>		<p>Core Competencies/Values: Critical thinking and problem solving, Creativity and Innovation.</p>	
<p>Key words: beautiful, handsome, legs, fingers, toes</p>			
Phase/Duration		Resources	
Phase: Starter (preparing the brain for learning)		Cards, stencils, poster colours tree,	
Phase 2: Main (new learning including assessment)		<ul style="list-style-type: none"> • Listen to a short story about the parts of the body. • Create stories about their art work prepared in the previous lesson. • In groups, engage in a table- top activity (fixing puzzles of the human body). • Explain how they managed to fix the puzzles and also talk about the 	

	<p>difficulties encountered.</p> <ul style="list-style-type: none"> • Use manipulatives to count objects 1-5. • Count some body parts and pick a numeral card to represent the number. • Write the numerals in the air, at the back of your friends and in the sand tray; then guide them to use crayons to write the numerals on a sheet of paper. • Go for a gallery walk to observe the pictures of the human body; and talk about the differences as compared to their body. • Make a picture of themselves and scribble the initial letter of their name underneath. • Make a choice to use any of the learning centres created • Listen to a story about the body. <p>Assessment: During the activities, Observe and record learners level of achievement of the performance indicators; ‘can count the parts of their body up to 5 and make a picture of themselves’</p>	<p>Puzzles of the human body</p> <p>Numeral cards</p> <p>Outlines and pictures of the human body.</p> <p>Book Centre, shopping Centre, Home Centre</p> <p>Story book</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher)</p>	<p>Teacher: Say the rhyme “Enyiwa, Enyiwa Akakraka” Answer: “Enyiwa, enyiwa akakraka, wɔdze ahwɛ adze tuee Sɛ enyiwa wɔ ano a, nkyɛ ɔbɛka dɛ Ebei, ebei, ehwɛm papa”</p>	

Date: 20/09/2019		Strand: ALL ABOUT ME	
Day: Friday		SUB-STRAND: : I AM A WONDERFUL AND UNIQUE CREATION	
Class: KG1		(K1.1.1)	
Class size: 40			
Content Standard:	Indicator:	Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs	
K1.1.1 Demonstrate the understanding that all children are wonderful and have unique body features that make them different from other people and other God's creation in the environment	K1.1.1.5	Draw a beautiful picture of themselves and scribble freely underneath the picture paper	
Performance Indicator:	Core Competencies/Values:		
Learners can clap the syllables of the names of the body parts and also clap to the rhythm of the song. Learners draw pictures of themselves.	Critical thinking and Problem solving, creative thinking and innovation		
Key words: shoulders, elbow, knee, armpit			
Phase/Duration	Learners activities		
Phase: Starter (preparing the brain for learning)	Talk about their body part and say the rhyme "show me your head"		
Phase 2: Main (new learning including assessment)	<ul style="list-style-type: none"> In an out- door activity, perform physical activities involving the use of the body. Sing songs about the body parts and point them accordingly. Using the talking circle, mention and point a particular body part to the 		
	Balls, skipping rope		

	<p>partner then clap the syllables and the partner say the initial sound of the word.</p> <ul style="list-style-type: none"> • In an indoor activity, put learners into groups of four, ask them to do finger counting game – one person puts out fingers up to five, the other members count and say the number then pick the numeral card to match with the number then another person scribbles the number on the card. • Use pieced bottle with water to draw parts of their body (Outdoor) • Draw any part of the body that interest them, then count and write the number under it. • Go for a listening walk and talk about the sounds they heard from the environment • Make a choice to use any of the learning centres created • Listen to a story about the body. <p>Assessment: Exchange your work with your partner and appreciate the work done by their friends.</p>	<p>Numeral cards Papers, pencils, crayons. Filled water bottles</p> <p>Book Centre, shopping Centre, Home Centre</p> <p>Story book</p>
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Phase 3: Plenary/Reflections (Learner and teacher)	Recite the rhyme "Fruits, Fruits, Fruits"
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Date: 20/04/2019	Period: 2	Strand: ALL ABOUT ME
Duration: 60 Minutes Class: KG1 Class size: 40	SUB-STRAND: : My environment and my Health (Ki.1.5)	
Content Standard: K1.1.5.1	Indicator: K1.1.5.1.1.	
Performance Indicator: Learners can talk about things used to keep our environment clean.		
Key words: malaria, cholera, defecating, environment, soap, water, broom		
Phase/Duration	Learners activities	
Phase: Starter (preparing the brain for learning) 5 minutes	Ask children to mention what they do when they rise/wake up from bed. What do you think will happen to us if our environment is dirty?	
Resources		TLMs/Resources

<p>Phase 2 : Main (new learning including assessment) 20 minutes</p>	<ul style="list-style-type: none"> Learners sit in a semi-circle (community circle time), sing a song related to keeping the environment clean. Show them a conversational poster with people defecating around their homes and at School. Teacher and pupils discuss the causes of sickness. Teacher asks the children how our environment can cause us to be sick. Children think-pair and share and contribute to how we make the environment dirty. <i>E.g. Some ideas can be: By littering the environment, throwing garbage into gutters and water bodies, open defecation, not sweeping our compound, having animals defecate around and drinking from water bodies.</i> Create more situations of a dirty village/classroom and engage children through “garbage collection game” for children to collaborate and work out how to change the situation and avoid sickness. Garbage collection game is played where the environment is littered. Children in groups and in a relay run to collect the rubbish and place them in the empty carton placed at opposite end of the playing area. <i>What do we do to stop people from going to toilet all around our home and the school compound? E.g. by providing toilet facilities, education children and adults to use toilet facilities</i> <p><i>What do we do to avoid getting sick?</i> <i>E.g. Washing hand with soap and water, cover food, wash fruits before</i></p>	<p>Conversational poster Conversational poster or self-drawn poster on open defecation</p> <p>Conversational poster or self-drawn poster on people open defecation</p> <p>Used papers, empty sachet rubber, cartons, scraps, bins, brooms, collectors etc.</p>
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	<p><i>eating, eating cooked and warm food, sleeping under treated mosquito nets.</i></p> <ul style="list-style-type: none"> • <i>Discuss with children some situation which make us fall sick e.g. When the surrounding is dirty, bushy, gutters choked, animals walking through rivers, children walking in the garbage area, people also washing in the rivers. etc.</i> • Teacher and people do a picture walk through the Big book page by page. Ask children to tell a story about the pictures they see. Read the story to them and have children compare their story to the author's version to see if they are similar or different. • Children draw and colour tools use to keep the environment clean. • Describe the attributes and show examples of 3-D objects to children. Children go for a nature walk around the school compound and bring other examples. Have each child describe the 3-D materials he/she has brought using words like big, little, round like a box or a can. Children assess each other whether all the objects brought are truly 3-D materials. <p>Assessment:</p>	<p>Soap, clean water, fruits, etc.</p> <p>Broom, collector, rake, cutlass, scrubbing brush, Milk, milo, empty pepsodent box, carton, wood</p> <p>Flash cards, word and lettercards.</p>
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<p>Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes</p>	<p>Ask learners: What must every child have in order to avoid mosquito bites? Answer: insecticide mosquito net. Learners say the poem "Mama, Mama I am Sick"</p>
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Date: 17/04/2019		Period: 2		Strand: MY NATION GHANA	
Duration: 1hr		Class size: 40		SUB STRAND: HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE (K1.5.1)	
Class: KG1					
Content Standard: K1.5.1.1	Indicator: K1.5.1.1.1				
Performance Indicator: Learners can mention the date Ghana obtained independence.		Core Competencies/Values: communication &, Collaboration, Personal Development & Leadership, cultural identity and global citizenship			
Key words: Independence, celebration, Ghana, poster, conversation, decompose					
Phase/Duration	Learners activities	Resources			
Phase: Starter (preparing the brain for learning) 5 minutes	Learners sing patriotic a song	TLMs/Resources			
Phase 2 : Main (new learning including assessment) 20 minutes	Learners take turns to retell the story about their region, festival and history. <ul style="list-style-type: none"> Community Circle time: Use KWL strategy to deliver this lesson. Give the map of Ghana to boys and girls and get them share what they know or can see on the outline map. 	Map of Ghana celebration,			

	<ul style="list-style-type: none"> • Encourage boys and girls to talk about the regions and the history to learn something new about the regions and their history. • Boys and girls are given the opportunity to ask questions related to what they want to know about the regions and the celebrations in this regions. • Displaying a conversational poster on regions and festivals, teacher tells a short history and festivals about the regions and why we celebrate those festivals. • Girls are encouraged to ask and arrange the cut out regions on a manila card. • Encourage boys and girls to sort the regions using colours to differentiate the region. Count and write the number of regions on the map. <p>Assessment: Tell a story about your region.</p>	ball, and markers/chalk. Conversational poster, word cards, markers, scissors, cards. Colours, scissors, cards
<p>Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes</p>	Teacher to ask learners: Who is the first president of Ghana? Answer: Kwame Nkrumah Learners sing any song about a familiar festival.	

Date: 2/02/2019		Period: 2		Strand: ALL ABOUT ME	
Duration: 30 minutes		Class size: 40		SUB-STRAND: PERSONAL HYGIENE AND CARING FOR THE PARTS OF THE BODY (K2.1.3)	
Class: KG2		Indicator: K2.1.3.1.1			
Content Standard: K2.1.3		Performance Indicator: Boys and girls can say the things they can do to care for their body.		Core Competencies/Values: communication &, Collaboration, Personal Development & Leadership, communication, communication and digital literacy	
Key words: brush, chewing stick, sponge, soap, water, teeth					
Phase/Duration		Learners activities		Resources	
Phase: Starter (preparing the brain for learning) 5 minutes		What do you do when you wake up in the morning? When you get to school what do you do?		TLMs/Resources	
Phase 2 : Main (new learning including assessment) 20 minutes		<ul style="list-style-type: none"> Learners (Boys and Girls) sit in a semi-circle (community circle time), sing a song (This is the way I brush my teeth, brush my teeth, 2x early in the morning), Learners write on the chalk/marker board. E.g. I brush my teeth twice a day. Show and explain why children's books have the visual information at the 		Brushes, chewing stick, chewing sponge, tooth	

	<p>front part of a book and how it helps a reader before reading.</p> <ul style="list-style-type: none"> • Learners talk about the illustrations on the cover of the book relating to the care of the body. E.g. washing the hands with soap and water. • Pick key words from the (BIG BOOK) and lead learners to play “hygiene highjack game”. Learners will look for one item to keep the body clean, each of the learners will then move to find their colleagues with accompanied item to get them clean themselves and then demonstrate. E.g. water plus toothpaste plus tooth brush, sponge, water, soap and towel makes it complete. • Learners draw and colour a boy and a girl brushing their teeth with toothbrush and toothpaste. • Using countable objects, ask learners to count objects and find out how many, pick the right numeral card to represent the number. <p>Assessment:Demonstrate the proper ways to care for the body.</p>	<p>paste, water, cup</p> <p>Towel, sponge, toothpaste, tooth brush, bucket, cup, soap and water</p> <p>Books, pencil, poster colour, erasers, Crayons,</p> <p>Bottle tops, sticks , nuts,</p>
<p>Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes</p>	<p>Ask learners: What is the first thing you do when you wake up in the morning? Answer: Brush your teeth Learners sing the song “When I wake up in the morning”</p>	

Date: 06/04/2019		Period: 2		Strand: ALL ABOUT ME	
Duration: 30 minutes		Class: KG2		SUB-STRAND: PROTECTING OURSELVES FROM ROAD ACCIDENTS AND HARMFUL STRANGERS (K2.1.6)	
Class size: 40		Indicator: K2.1.6.1.1			
Content Standard: K2.1.6.1		Performance Indicator: Learners can say what they will do when a stranger calls them and demonstrate the proper way of crossing the road.		Core Competencies/values: communication & Collaboration, Personal Development & Leadership, cultural identity and global citizenship	
Key words: hurts, harms, sharp/ hot objects, strangers, electricity, traffic light and water.					
Phase/Duration		Learners activities		Resources	
Phase: Starter (preparing the brain for learning) 5 minutes		Sing songs (if you see a traffic light, there is something you should know, red means stop).		TLMs/Resources	
Phase 2 : Main (new learning including assessment) 20 minutes		<ul style="list-style-type: none"> Learners sit in a semi-circle (community circle time), then put selves into groups, are given several objects to sort them into sharp and blunt. Learners role-play various safety measures using the items provided. Think-pair-share with peers boys and girls discuss some of the safety measures. 		Costumes	

	<p>E.g. role play on how to handle pointed objects, sharp objects, hot objects that can hurt or burn (cooking pot), cutlass, hoe, etc.</p> <ul style="list-style-type: none"> • Pick key words from the (BIG BOOK) as learners act it out (hurts, harms, sharp objects, strangers, electricity and water, etc.). • Do picture walk through the text: point to the pictures and let learners tell stories about the pictures. Model how to talk about the pictures and read aloud the text while learners listen. <p>E.g. A big book on protection against hurt, harms, sharp objects, strangers, electricity and water, flood, etc.</p> <ul style="list-style-type: none"> • Learners think-pair-share with friends on what to draw and colour and freely left to draw and colour appropriately of a person protecting self from harm, hurt, and or crossing the road. E.g. Draw and colour a boy and a girl crossing the road/a person not touching electricity. • Learners through think-pair-share, blend the sounds of a word, clap out syllables in a word from the read aloud text, and then clap it individually to their friends. <p>E.g. blend the sounds /t//r//a//f//f//i//c/ and tra-ffic as in traffic with two syllables</p> <ul style="list-style-type: none"> • Using the colours of the traffic light and some other colours, guide learners to 	<p>Blades, knives, pins, nails</p> <p>The big book on safety measures</p> <p>The big book on safety measures</p> <p>Pencils, crayons, poster colours, newsprints Word cards, letter cards, blend cards</p>
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	<p>identify, sort and group objects according to their colours.</p> <p>Assessment: What have you learnt today? Mention three objects that can hurt. If you are crossing a traffic light what should you know?</p>	Objects with different colours
<p>Phase 3: Plenary/Reflections (Learner and teacher) 5 minutes</p>	<p>Teacher to ask learners: What do you do when the traffic light is red?</p> <p>Answer: You stop</p> <p>Learners say the poem "When I see the traffic light"</p>	

3.6 Sample worksheets

WORKSHEET A

Indicator: Talk about the functions of the parts of the body (K1.1.2.1.1).

TASK:

Children match body parts to items.

The worksheet is titled "Body Parts" and includes the instruction "Match the following". It features two columns of illustrations. The left column contains: an ear, a foot, a leg, a hand, and a mouth. The right column contains: a pair of blue shoes, a gold bracelet, a pair of red boxing gloves, a glass of orange juice with fruit, and a pair of black headphones. At the top left is a cartoon boy icon, and at the bottom right is another cartoon boy icon. The website "KIDZPARK.COM" is printed at the bottom center. There are also fields for "Name", "Date", and "Grade" at the top.

WORKSHEET B

Indicator: Talk about the functions of the parts of their body (K1.1.2.1.1).

TASK:

Draw a line from picture on the left to the matching picture on the right.

Draw a line from picture on left to the matching picture on right .



WORK SHEET A

K1.6.5.1.1. Sing and talk about parts of a plants and their functions.

K1.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.

TASK:

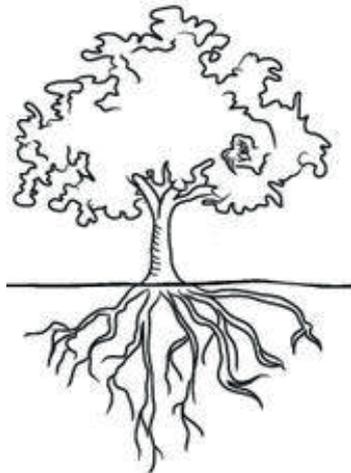
Identify and write the beginning letters sounds

/ /root,

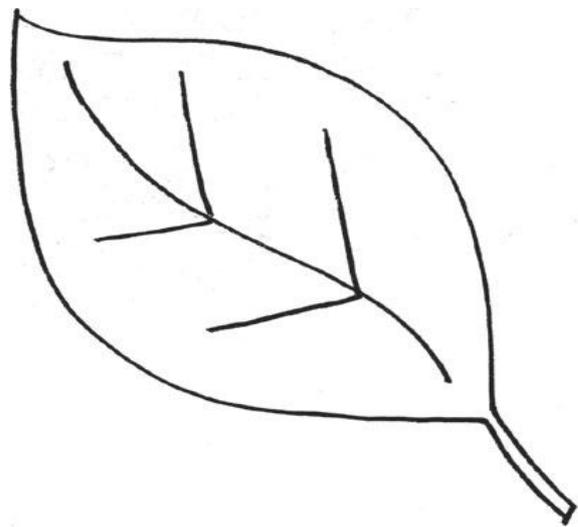
/ /plant,

/ /stem

/ / leaf



Colour the root



Colour the leaf

WORKSHEET B

K1.6.5.1.1. Sing and talk about parts of a plants and their functions.

K1.6.5.1.4 Use a variety of new vocabulary learnt about plants to make simple sentences, draw and write the initial letter sounds.

TASK:

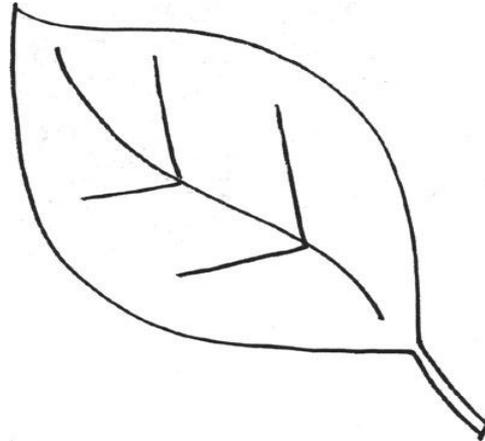
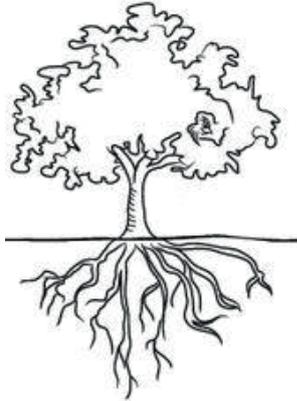
Identify and write the beginning letters sounds

/ /root,

/ /plant,

/ /stem

/ / leaf



Colour the root, cut and paste in a scrap book.

Colour the leaf, cut and paste in a scrap book.

Indicator: K1.1.1.1 Identify and describe in simple sentences (using home language), the features of our body that makes us unique and different from other God’s creation. E.g. animals.

TASK:

Describe the pictures bellow.



What makes the dog unique?



What makes the girl unique?

WORKSHEET A

Indicator:

Identify and describe objects by colour names and size (CA1.1.1.2.1). Describing the relationship between quantities/numbers (0 to 9) (N1 1.1.3.1)

TASK 1:

Use objects from the learning centres:

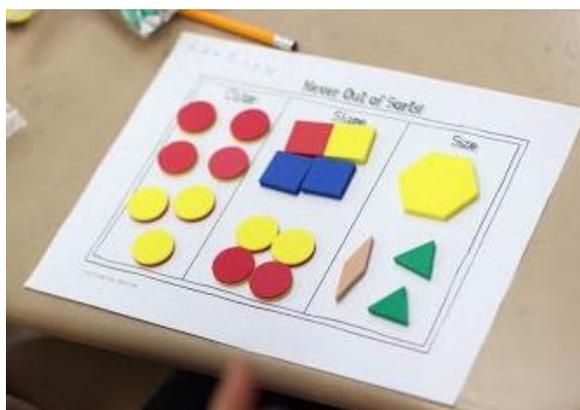
- A. Order objects from the smallest to the biggest.

- B. From the biggest to the smallest.

TASK 2:

Use the picture bellow to find out the number of colours there are.

How many are there



WORKSHEET B

Indicator:

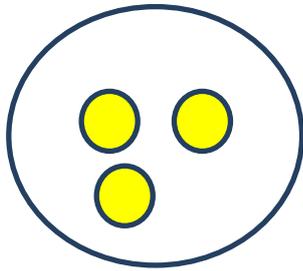
Identify and describe objects by colour names and size (CA1.1.1.2.1). Describe the relationship between quantities/numbers (0 to 9) (N1 1.1.3.1).

TASK 1:

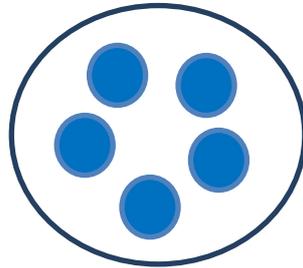
- A. Pick two different red objects from the learning centre.
- B. Order objects from the smallest to the biggest.
- C. Order from the biggest to the smallest.

TASK 2:

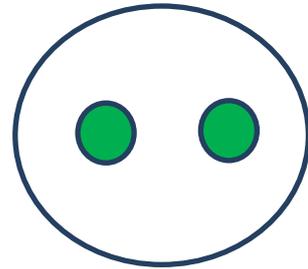
2. Count the number of objects in the set and circle out the corresponding numeral:



2 5 3



3 5 2



2 1 4

Indicator: K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.

TASK: Talk about picture A and B.



PICTURE A



PICTURE B

WORKSHEET A

Indicator: K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.

TASK 1:

Identify and colour two outlines of materials used for cleaning the home.



WORKSHEET B

Indicator: K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick.

TASK 1:

Identify and colour two outlines of materials used for cleaning.

TASK 2:

Cut the outlines and past in you scrap book.



WORKSHEET A

Indicator: K1.5.1.1.1 Locates their home regions on an outline map of Ghana and talk about the history behind their festivals.

Task:

Locate your home regions.



WORKSHEET B

Indicator: K1.5.1.1.1 Locate their home regions on an outline map of Ghana and talk about the history behind their festivals.

TASK 1:

Fix the puzzle.



K1.1.5.1.3 Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments.

K1.1.5.1.7. Prepare posters with pictures cut from the calendar and newspapers to paste in the environment, cautioning people not to, make the place dirty.

Effects of dirty environment

TASK:

Discuss the picture.

Dirty environment can make us sick.(cholera)



K1.5.1.1.3. Listen attentively and interact with peers during a teacher-read-aloud session about the Independence Day of Ghana

WORKSHEET A

TASK:

1. Talk about the pictures.
2. Which day and month does Ghana celebrate her independence?



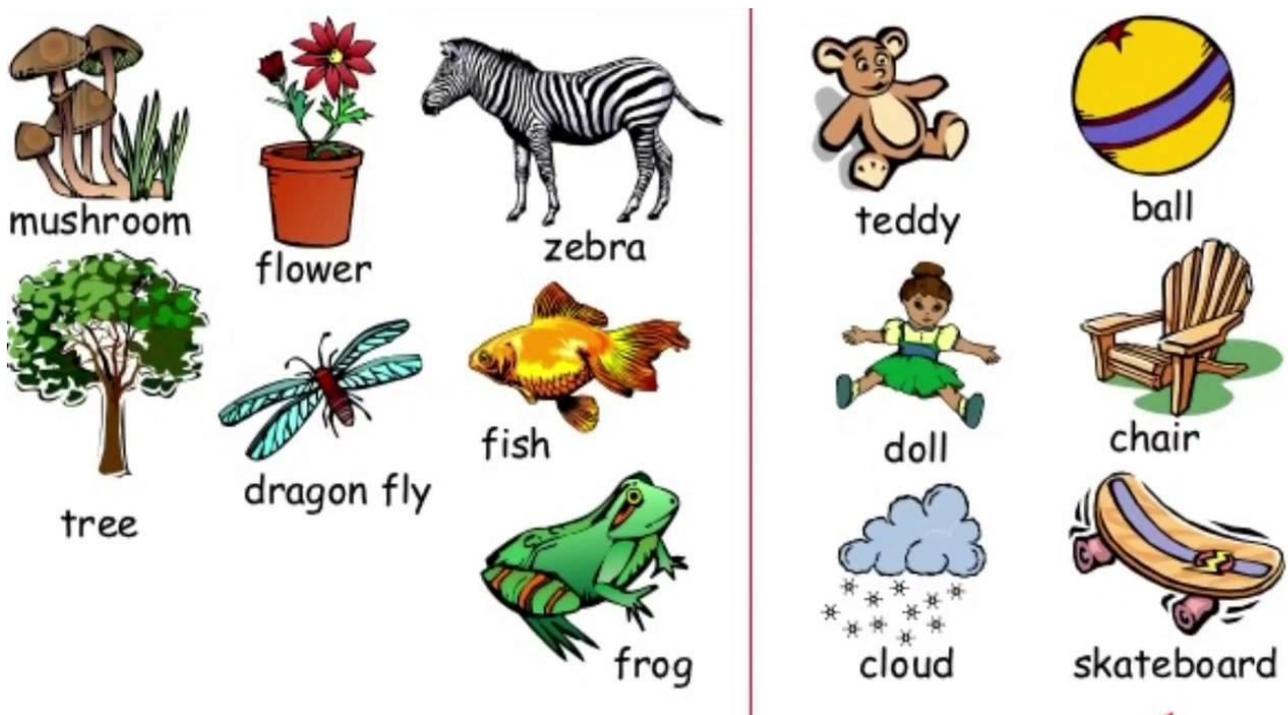
WORSHEET A

Indicator:

Talk about different types of things around us and its classification—living things and non-living things (K2.6.1.1.1)

TASK:

Cut the picture, mix and sort according to living things and non-living things.



WORSHEET B

Indicator:

Talk about different types of things around us and its classification—living things and non-living things (K2.6.1.1.1)

TASK:

Paste two of these worksheets on a chip board and cut them out.

Play a matching game with the cut outs.



mushroom



flower



zebra



teddy



ball



tree



dragon fly



fish



doll



chair



frog



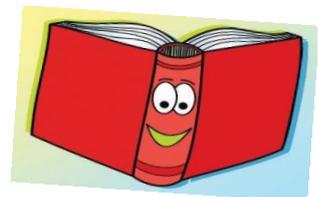
cloud



skateboard

Indicator: K2.1.3.1.1 Use simple language to describe and engage in conversation about different part of their bodies that should be cared for.

TASK : Circle all items that can be used to care for the body



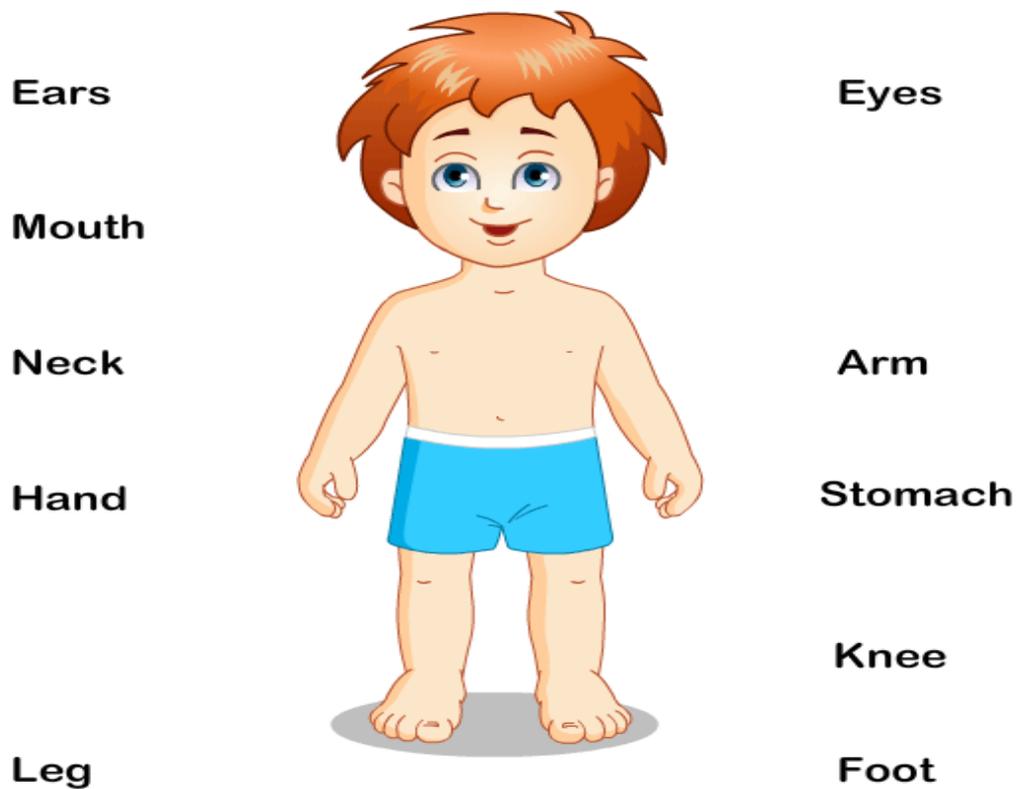
WORKSHEET B

Indicator:

K2.1.3.1.1 Learners use simple language to describe and engage in conversation about different parts of their bodies that should be cared for.

TASK 1: Children draw one item that can be used to care for the body.

Draw a line from each word to the correct part of the body.



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TASK 2:

SHEET A

Indicator: K2.1.6.1.1 Role play, sing songs and discuss about some of the safety measures to protect ourselves in the environment.

TASK:

Talk about the following pictures:



SHEET A

Indicator: K2.1.6.1.1 Role play, sing songs and discuss about some of the safety measures to protect ourselves in the environment.

TASK:

Cut and paste in a scrap book.



BARRIERS TO LEARNING AND STRATEGIES TO PROMOTE INCLUSION

LEARNER DIVERSITY

Learners with special Education Needs (MOE, inclusive education policy)

What are Special Educational Needs? Generally, the concept of special educational needs (SEN) is defined variously in different documents. For example, a child with special educational needs is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual impairments.

However, in this document, children with special educational needs extend beyond those who may be included in disability categories to cover those who are failing in school, as well as a wide variety of reasons that are known to be barriers to a child's optimal progress in learning and development.

Whether or not this more broadly defined group of children is in need of additional support, depends on the extent to which schools need to adapt their curriculum, teaching, and organisation and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these pupils.

There are various categories of persons with varied educational needs in our society. These persons include but not limited to:

1) Persons with Hearing Impairment 2) Persons with Visual Impairment 3) Persons with Intellectual Disability 4) Persons with physical disability 5) Persons with Deaf-blindness 6) Persons with Multiple disabilities. 7) Persons with Speech and Communication disorders 8) Persons with Attention Deficit Hyperactivity Disorder 9) Gifted and Talented persons 10) Persons with Specific Learning Disability 11) Persons with Autism 12) Persons with Emotional and 13) Persons with other health impairment (asthma, etc.) 14) Children displaced by natural catastrophes and social conflicts 15) Nomadic children (shepherd boys, fisher folks' children and domestic child workers) 16) Children living in extreme social and economic deprivation 17) Children exploited for financial purpose 18) Orphans and children who are not living with their biological parents and 19) Children living with HIV/AIDS

EXERCISES 1

Know your learners:

Referring to the learners in the classroom, what are the similarities and differences among them?

EXERCISE 2

Group Work: Differentiate Instruction

Read your assigned task and prepare a summary of the key messages for sharing in a plenary (20min).

- **Orange:** Introduction and to differentiation, learning environment and instructional planning.
- **Mango:** Presentation, learning activities and instructional planning for learning activities.
- **Pineapple:** Resources and instructional planning for resources.
- **Apple:** Assignment and planning for assignment.

Note:

Organise your presentation as follows:

- a. What is differentiation? b. what can be differentiated?
- c. Planning for differentiated instruction in your specific area of assignment.

Plan your presentation to last for a maximum of **(5min)**

Take Home Assignment

Use the knowledge gained from the exercise on differentiation to develop a lesson plan to teach KG class. Among other things, the plan should include the following:

- Topic.
- The barriers to learning you intend addressing.
- Show how you are differentiating.

Evaluation Questions

What one new thing did you learn?

What one thing will you leave behind?

What questions do you still have?

Information to accompany 'What we think we know about other's Activity

What is unconscious bias?

Bias is a prejudice in favour of or against one thing, person, or group compared with another usually in a way that is considered to be unfair. Biases may be held by an individual, group, or institution and can have negative or positive consequences.

There are types of biases

1. **Conscious bias** (also known as **explicit** bias) and
2. **Unconscious bias** (also known as **implicit** bias).

Conscious or unconscious biases are not limited to ethnicity and race. Though racial bias and discrimination are well documented, biases may exist toward any social group. One's age, gender, gender identity physical abilities, religion, sexual orientation, weight, and many other characteristics are subject to bias.

Unconscious biases are social stereotypes about certain groups of people that individuals form outside their own conscious awareness. Everyone holds unconscious beliefs about various social and identity groups, and these biases stem from one's tendency to organise social worlds by categorising.

Unconscious bias is far more prevalent than conscious prejudice and often incompatible with one's conscious values. Certain scenarios can activate unconscious attitudes and beliefs. For example, biases may be more prevalent when multi-tasking or working under time pressure.

Source: University of California <https://diversity.ucsf.edu/resources/unconscious-bias>

Everyone Has Biases

Our brains are wired to recognise patterns and make generalisations that often becloud our judgements and decision making. In many situations, these unconscious biases are a normal, healthy aspect of our cognitive ability. But there are other times when biases can cause us to act in ways that undermine our personal values and goals.

Most notable are unconscious biases that cause us to make assumptions about a person because of an aspect of their identity such as race, ethnicity, gender, sexual orientation, socio-economic status, weight, level of ability, etc. Without realising it, we can have unconscious biases that either favour those who match our own identity, or the identity that is most culturally privileged.

The Unconscious Cycle of Teacher Bias

When we have lower expectations for a student, our behaviour toward them creates a “self-fulfilling prophecy” and self-fulfilling prophecies create a cycle of expectations that can keep some students from reaching, or even realizing, their potential. As an overview, these are the three main steps in the cycle:

Step 1.

At the beginning of the year, a teacher begins to form opinions about each student based on their grades, test scores, and what they’ve learned from previous teachers.

Step 2.

This information becomes a lens they see the student through. This lens impacts the expectations the teacher has for the student’s academic achievement, which then impacts the teacher’s interactions with the student, as well as the learning opportunities given to them.

Step 3.

A student’s academic outcomes are directly impacted by their learning opportunities and teacher

What Can We Do?

To stop the impact of unconscious bias, educators must become aware of their personal biases and learn how to take specific actions to overcome their student impacts. To do

this most effectively, educators need to collaboratively support each other's growth, as well as the support of an administration that is committed to ongoing professional learning that effectively supports anti-bias practices.

For more information on the research and best practices in addressing unconscious bias in schools, check out the resources and references below. If you want to learn more about what some of those foundational best practices look like in *Leader in Me* schools, check out this research brief.

Source: Unconscious bias in schools <https://www.leaderinme.org/unconscious-bias-in-schools/>

PROFESSIONAL LEARNING COMMUNITIES (PLCs), PRACTICE & REFLECTION

Professional Learning Communities

The term Professional Learning Community (PLC) describes a collegial group of Administrators and School Staff who are united in their commitment to Learners' learning.

“As an organizational arrangement, the professional learning community is seen as a powerful staff-development approach and a potent strategy for school change and improvement”.

– (Hord 1997b)

They function as an effective strategy for building school capacity around core issues of teaching and learning (Darling-Hammond, 1995).

They can serve as a mechanism to transform school culture.

In other words, PLCs connect teachers with information, strategies and best practices.

Characteristics of Effective PLCS

- Shared values and norms.
- Collaborative work.
- Collective focus on student learning.
- Time is created for collaborative work.
- Creation of common workspaces. Arranging for close physical proximity to encourage collaborative work.
- Communication structures to support collaborative work are in place.
- Leadership is supportive of the work of the PLC.
- Levels of trust and respect are high.
- Administrators and teachers are open to improvement.

Schools and Teachers do make a Difference

Schools that are highly effective produce results that almost entirely overcome the effects of learners' background.

- Culturally and Inclusively Responsive Teaching.
- Effective Instructional Strategies.
- Data Based Decisions.

So, what's the role of teachers in the PLC?

- Focus on learners' performance.
- Collaborate with colleagues during PLC time.
- Become students of teaching and consumers of research.
- Accept responsibility for implementing systems that enable each learner to be successful.

Observed Outcomes for Staff

- Shared responsibility for the development of all students and collective responsibility for student success.
- Reduced teacher isolation.
- Powerful adult learning that shifts our focus from teaching to learning.
- Increased understanding of content and the roles teachers play in helping all students build capacity.
- Increased likelihood that teachers will build greater capacity for learning, will be professionally renewed and will continue to be inspired to inspire students.

It is important you understand that the PLC model is not a canned program or a step-by-step recipe for school improvement. It represents a process for making the structural and cultural changes necessary to help students achieve at higher levels and make teaching a more rewarding and satisfying profession.

Roles and responsibilities of the Key Actors in the PLC (DDE, CS, HT, CL/Coach and teachers) The main actors in the PLC are:

- District Education Oversight Committee.
- District Education Director.
- District Head of Monitoring and Supervision.
- Circuit Supervisors.
- Head Teachers.
- Curriculum Leaders/Peer Coaches.
- Primary School Teachers (KG1 to B6).

District Education Oversight Committee

- Validate the PLC/SBI program
- As a policy making body at the district level, the DEOC would make a policy related decision for implementation of the program
- Provide supervisory role for the District Education office in the performance of duties relating to the program

District Director of Education

- Advise on issues related to district and school-based implementation or monitoring/ evaluation of the programme.
- Develop a revised timetable for schools to accommodate early release of teachers: one day per week (i.e., schools dismissed [1 hour] earlier to allow teachers to participate in PLC programme).
- Establish a calendar for the integration of PLC activities into district plan.
- Provide overall leadership and supervision and assign needed roles to subordinates who would follow through with instruction and take decision in matters that require immediate action.

District Head of Monitoring and Supervision

- Develop, in collaboration with DDE and CS, a plan for monitoring Fidelity of Implementation (FOI) initiative and the overall evaluation of success of the PLC/SBI initiative.
- Review, with CS, monitoring and evaluation and fidelity of implementation data for each term and implemented needed changes.
- In consultation with the DDE, select/recruit peer coaches for the PLS/SBI for each school.

Circuit Supervisors

- Participate in selection/recruitment of peer coaches.
- Collect, collate and submit to DEO M&E and FOI data (Nature of data and regularity of collection and reporting to be determined in consultation with NaCCA).
- Identify training needs of head teachers, teachers and in partnership with the District training officer.
- Train head teachers and peer Math coaches.
- Refer matters relating to attitudes and behaviours detrimental or advantageous to the intervention to the District Head of Monitoring and Supervision for moderation as well as share/promote the experience of the intervention among schools under his/her supervision.

Head Teachers

- Attend initial training on PLC/SBI programme.
- Ensure Parent-Teacher Association Executives and School-based Management Committee support for the PLC/SBI programme.

- Ensure teachers participate actively in Coaching Sessions, and that ALL teachers implement new practices.
- Identify and put in place measures to acknowledge teachers who make an effort to implement new practices.
- Put in place measures to monitor and report on KG 1 to B6 learners' progress with respect to performance indicators and established national performance standards.

Primary School Teachers (KG1 to B6)

- Participate actively in all Coaching Sessions activities.
- Follow the revised curriculum, write lesson plans/notes according to specification and keep track of challenges or difficulties encountered.
- Try out new teaching activities, strategies and practices discussed during Coaching Sessions and share challenges and successes with teaching colleagues in future Coaching Sessions.
- We are what we repeatedly do. Excellence, then is not an act but a habit.

Guidelines on how to establish Rules and Regulations for a PLC.

Time

- When do we meet?
- Will we set a beginning and ending time?
- Will we start and end on time?

Listening

- How will we encourage listening?
- How will we discourage interrupting?

Confidentiality

- Will the meetings be open?
- Will what we say in the meeting be held in confidence?

What can be said after the meeting?

Decision Making

- How will we make decisions?
- Are we an advisory or a decision-making body?
- Will we reach decisions by consensus?
- How will we deal with conflicts?

Participation

- How will we encourage everyone's participation?
- Will we have an attendance policy?

Expectations

- What do we expect from members?
- Are there requirements for participation?

PEER COACHING

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Peer coaching is a relatively new form of coaching that's gaining recognition and respect due to its positive outcomes and cost-effective nature.

What are the guiding principles for working in partnerships?

Research shows that good coaches take a partnership approach to collaborating with each other on an on-going basis. According to Knight (2011), the following Partnership Principles, are characteristic of beliefs that facilitate the process. Each principle is summarised below in terms of how Peer Coaches interact:

Equality

Peer coaches share ideas and make decisions together as equals. One partner does not tell the other what to do. Peer coaches who see themselves as equals have faith in each other and value what each brings to the discussion. They listen to each other attentively.

Reflection

When teachers coach each other and reflect together, they learn by doing and analysing. They reflect on what they do and relate that to what they're learning. The coaching becomes a "meeting of the minds."

Dialogue

When peer coaches discuss, they exchange ideas and perspectives. It is a two-way conversation, not one telling the other what they should do. Each can give their opinion, but they listen so they can hear each other.

Classroom Practice

Classroom practice refers to the act of applying new knowledge and skills. When teachers think about implementing a new approach to teaching reading, for example, they think about how they will use it in their classrooms.

Voice

Communication between peer coaches should be open and confidential, like a conversation with a trusted friend. Peer coaches should feel free to express both their enthusiasm and their

concerns. They should ask for the other's opinions and pay attention. When arranging to observe a class, they ask what the teacher would like them to focus on during that particular observation.

Reciprocity

Each partner is viewed as a teacher and a learner; reciprocity is the natural outcome of a true partnership. Regardless of their formal training, in-service training, or years of experience, both can learn from each other

Learning Centres: Things to Consider

- Items placed in the Centres should give children opportunity to role-play where appropriate.
- You will need to decide on specific rules and routines for each Centre. For example in the Book Centre, children will need to be given rules for how to handle the books. They will need to be taught routines for how to turn the pages.
- Make sure there are enough items for the children to use but not too many that the Centre cannot be kept tidy.
- All children will need to know what they need to do to tidy each Centre ready for the next group. • It is important that the items in the Centres are kept clean and anything broken is mended or replaced

Suggestions for items to add in the Book

Centre:

- A mat for children to sit on and read books
- A place to store the books which children can access
- KG-related books (board books are very good)
- Books that are in good condition but clearly used (repair broken books)
- Handmade books made by the teacher linked to the theme
- Props in a Story Box to support role-play
- Display story maps, my favourite story book, questions about the books etc.



Suggestions for items to add in the Home Centre:

• A kitchen area: a coal pot made out of cardboard or tin, a pestle and mortar, plates, spoons etc. • A hall area: a TV made from a cardboard box, a couple of chairs, some looms made from cardboard • An area for dolls to be put to bed: some fabric to use as bedding • Just outside the Home and Shopping Centres, hang some string and pegs to use as a washing line.



Suggestions for items to add in the Shopping Centre:

• A sign for the shop name • This should be situated next to the Home Centre so the two centres can be used together by the same group exchanging goods and money .Make pretend money for the children to use: coins out of cardboard, notes out of paper, leaves can be used to represent money • A variety of empty and clean food containers: cans, tins, milk cartons, bottles, toothpaste boxes, egg trays with plastic eggs (ensure sharp edges are not present, particularly when using



Suggestions for items in the Construction Centre: • **A mat on the floor so children can construct and build from the floor is essential** • **Wooden blocks / plastic blocks / Lego** • **Plastic hard / construction hats and high visibility jackets** • **Drawings of possible structures to build** • **Measuring tape or rod** • **Paper or notebook and pencil for children to draw the structure they have built or plan to build** • **Photos of a 'real life' builder.**





Suggestions for items to add in the Lorry Station Centre:

- Cardboard cut out of a tro-tro
- Steering wheel
- A book of tickets (stapled together squares of paper)
- Chalkboard / slate with lorry name and where it's going
- Bench to sit on
- Chairs for the tro-tro
- Signs for stations
- Bags of different sizes filled with something light to make them appear full
- Rope, for example, to tie the bags up
- Dressing up clothes for passengers to wear.

Suggestions for items to add in the Hairdressing Centre:

- A sign for the hairdresser's name
- A mirror / hair posters
- Empty shampoo, conditioner, hair pomade bottles / containers
- Old hair weaves / accessories
- A brush / comb / plastic scissors.



Suggestions for items to add in the Chop Bar Centre:

- A sign for the chop bar name
- Bowls, jugs, soap for washing
- Toothpicks (or an empty toothpick container)
- Bowls for pretend eating
- A small book and pen so children can pretend to take orders.



Suggestions for items to add in the Clinic Centre (KG1):

- A sign for the clinic name
- Empty boxes of anything you might get from a pharmacy
- Bandages of different shapes and lengths
- A cardboard thermometer (children should use this under their arms not in their mouths)
- A stethoscope made from string and cardboard
- A blood pressure meter made from string, fabric and a water sachet.



Suggestions for items to add in the Chief's Palace Centre (KG2):

- Cardboard cut out of a typical palace with a door for children to enter
- A chief's stool
- A linguist's staff
- Traditional cloth for children to dress up in
- Seating for visitors meeting with elders
- Picture on the wall
- Ghana flag and coat of arms
- A palanquin
- An umbrella.

Outdoor Learning Centres

Outdoor learning centres work in much the same way as indoor learning centres but in addition promote learning in environments other than the classroom. As well as providing additional space, physical activities can be catered for in an open and safe environment more effectively.

Things to Consider:

- You will need to decide on specific rules and routines for each Centre.
- Where you place each Centre is important as the space is more expansive. Make sure the Centre with the adult focus is in the middle so that the Centres / activities running independently can be better supervised from a distance.
- Make sure there are enough items for the children to use and ensure that they have a box or basket assigned to the

Centre items so they can be packed away easily and found easily for when they are next needed. • All children will need to know what they need to do to tidy each Centre ready for the next group. • Items placed in Centres should give children opportunity to role-play where appropriate. • It is important that the items in the Centres are kept clean and anything broken is mended or replaced. • Add labels where appropriate.

How to Organise an Outdoor Farm Centre (KG1) Farm Centres can be used to teach children how to care for plants and what they need in order to survive. The best Farm Centre is a small patch of land where crops and plants can be grown and tended. Some schools do not have the land to consider this. In this instance growing plants in water sachets / cans is a great alternative. Encouraging children to weed, water and care for the plants are good activities. Giving them tools to prepare soil for planting is also useful.

Make sure you provide an area where the plants are growing where they can be tended and looked after and an area close by where the children can 'role-play' farming.

Suggestions for items to add in the Farm Centre: • Please note child-sized tools or alternatives are safer than adult-sized tools for KG children to use • A small plot of land specifically for KG children, situated close to the KG classrooms • Rake, hoe, shovel • Containers / water sachets to plant in • Seeds • The leafy tops of pineapples can be put in a shallow container of water and will grow • Measuring stick • Paper bag to put over plants to find out what happens when a plant has no light.

How to Organise an Outdoor Sand Centre Every KG should have a place where children can play in the sand. Ideally this should be a sandpit that they can sit or stand in but you can improvise with a sand tray / table or even a couple of shallow bowls. Provide a bowl of water so children can experiment with what happens when water and sand mix.

Children can learn a lot from playing with sand: • Sand has what is called a 'slump' characteristic, so when poured, sand will form a mound, the slopes of which vary in angle depending on the size of its particles and how wet the sand is. • On a sunny day, the surface of the sand will be hot, but when children dig down, they find coolness. • When sand is wet, it changes colour.

• When sand is wet, it can be shaped, and the finer the sand, the more intricate the shapes can be. • When water evaporates from a structure made with sand, it collapses. • When too much water is added, structures don't hold their shape. • Sand is comprised of many

tiny particles of various sizes and colours which children can sort and collect. • Sand, like other fine materials, slips through the small cracks in their hands, so children learn to clasp them together more tightly when trying to contain fine materials. • Sand is portable, so children find many ways to move it by pushing it, pulling it, putting it in and pouring it out of containers, carrying it by hand, shovelling it, moving it by dump truck and pouring it out of funnels. • If children try building a bridge using sand, they learn that it won't support itself and that they need something with more 'structural integrity' like a stick or a piece of wood. • Sand can be portioned and divided, and added and subtracted. More is heavier, less is lighter, and to get more, you take more, and keep adding until you have just the right amount, a decision in itself. • Sand can bury or 'hide' things, like treasures, which can be found later. • When it rains, the water can move sand and make beautiful, smooth patterns. • But if children try making a sand dam, they soon realise it won't hold water. • Children learn to control their bodies in different ways when they're kneeling on the sand, sitting and twisting, or turning and reaching. • When children are barefoot, their feet and bodies have to adjust in surprising ways to accommodate the ever-changing surface of sand.

Suggestions for items to add in the Sand Centre: • Different-sized containers that don't rust (the bottom half of bottles) • Different-sized funnels (the top half of bottles) • Small rakes • Small buckets • Small spades or other implements for collecting sand (old spoons or ladles)

• Sieves or bottles with holes punched in them • Cartons to fill and lift or carry • Pebbles or shells • A balance

How to Organise an Outdoor Music Centre Young children can start learning any percussion instruments early. Percussion instruments can be easily made using recycled materials. It is not appropriate to have a Music Centre inside due to the noise levels produced which is why it is suggested that it is an Outside Centre. • Consider the noise that will be produced from the Music Centre. Situate it so it doesn't disturb the work inside the KG classroom or your neighbouring Primary classrooms. • The materials you choose to use can vastly change the volume of the sound produced. For example the base of tin cans as drum skins can be very disturbing to the other KG outside activities or other classes if situated close by. Water sachets or plastic lids as a drum skin produce an acceptable volume of sound.

Suggestions for items to add in the Music Centre: • Shakers made from bottles and toilet roll tubes and filled with a variety of different things (to make different sounds) • A tambourine or shaker made with bottle tops • Drums made from Milo cans with a water sachet spread over the open end, secured with an elastic band for the skin • A flute made from different-sized straws taped together • Castanets made from folded cardboard and bottle caps and / or from coffee tin lids • Different lengths of bamboo as hanging chime bars or a xylophone.

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