

RATIONALISED CBE LESSON PLANS

GRADE : PP1

TERM : THREE

YEAR :2025

LEARNING AREA: CREATIVE ACTIVITIES

TEACHERS NAME:

SCHOOL :

LESSON 1: WEEK 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch method

Specific Learning Outcomes:

- By the end of the lesson, the learner should be able to:

1. Identify items modeled using the pinch method.
2. Identify materials and tools used in modeling.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

The learner is guided to:

- Observe items modeled using the pinch method.
- Collect materials and tools for use in pinch method modeling.

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Art and Craft Grade 1

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Introduction to Pinch Method

- Show examples of items created using the pinch method.
- Discuss the materials and tools used in pinch method modeling.

Step 2: Hands-On Practice

- Provide clay or playdough for each learner.
- Guide learners in using the pinch method to create simple shapes or objects.

Step 3: Sharing and Discussion

- Allow learners to share their creations with the class.
- Discuss the different techniques used and variations in their models.

Step 4: Reflection and Appreciation

- Encourage learners to reflect on their experience with the pinch method.
- Discuss the importance and uniqueness of using pinching as a modeling technique.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics (e.g., a simple quiz or discussion).
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest learners practice the pinch method at home using different materials.
- Encourage them to experiment with creating more complex shapes or objects using the pinch method.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch Method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify items modeled using the pinch method.
2. Identify materials and tools used in modeling.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- Observe items modeled using the pinch method.
- Collect materials and tools for use in pinch method modeling.

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities curriculum design "Beginning Art and Craft Grade 1"

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of the pinch method in modeling. Show examples of items created using this technique.

Step 2: Discuss the materials and tools needed for pinch method modeling. Encourage students to touch and feel the materials.

Step 3: Demonstrate how to use the pinch method with modeling clay or playdough. Allow students to practice and create their own small sculptures.

Step 4: Have students showcase their creations and discuss the process they used. Encourage peer feedback and appreciation.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a guessing game related to the pinch method.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest grade-relevant extended activities that might help deepen understanding or apply the concepts discussed, such as creating a collaborative pinch method sculpture as a class project or exploring different textures and shapes using the pinch method.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify items modelled using pinch method
2. Identify materials and tools used in modeling
3. Appreciate pinching as a technique of modelling

Key Inquiry Question(s):

- Observe items modelled using pinch method
- Collect materials and tools for use in pinch method modeling

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities curriculum design
- Beginning Art and Craft grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of modeling and the pinch method. Show examples of items created using

Step 2: Engage students in a guided activity where they practice using the pinch method and create the pinch method.

Step 3: Discuss and demonstrate the materials and tools used in modeling with the pinch method. Allow students to explore these materials hands-on. their own small model.

Step 4: Facilitate a group discussion where students share and explain their creations, highlighting the unique features of the pinch method.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a game where students identify modeling techniques.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to continue practicing the pinch method at home using different materials.
- Have students create a collaborative model using the pinch method, combining their individual creations into a larger display for the classroom.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling - Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify items modeled using the pinch method.
2. Identify materials and tools used in modeling.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- Observe items modeled using the pinch method.
- Collect materials and tools for use in pinch method modeling.

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Art and Craft Grade 1

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Introduce the concept of modeling and the pinch method.

- Show examples of items created using the pinch method.
- Discuss the materials and tools commonly used in pinch method modeling.

Step 2: Hands-on activity - Let students practice pinching modeling.

- Provide students with clay or play dough to create their own pinch method sculptures.
- Encourage students to experiment with different materials and tools.

Step 3: Group discussion and sharing.

- Have students showcase their creations and discuss the process.
- Encourage students to identify the materials and tools they used in their modeling.

Step 4: Reflect and appreciate.

- Guide students in reflecting on the key learning points about the pinch method.
- Discuss the importance of appreciating different techniques in art.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to continue practicing pinch method modeling at home.
- Explore different types of modeling techniques and compare them with the pinch method.
- Have students create a collaborative pinch method sculpture as a class project.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify items modelled using the pinch method.
2. Identify materials and tools used in modeling.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- Observe items modeled using the pinch method.
- Collect materials and tools for use in pinch method modeling.

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Art and Craft Grade 1

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:**

- Discuss with students what the pinch method in modeling entails.
- Show examples of items created using the pinch method.
- Ask students to identify these items.

Step 2:

- Introduce different materials and tools used in pinch method modeling.
- Allow students to touch and explore these materials and tools.
- Discuss the importance of using the right materials for modeling projects.

Step 3:

- Engage students in a hands-on activity where they practice the pinch method using clay or playdough.
- Provide guidance and support as needed.
- Encourage students to create their own pinch method models.

Step 4:

- Showcase and share student creations with the class.
- Discuss what students learned and enjoyed about using the pinch method.
- Encourage students to appreciate the art of modeling through pinching.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest students create a mini sculpture using the pinch method at home and share it with the class.
- Encourage students to explore different materials for modeling and create a collage showcasing their favorite technique.

Teacher Self-Evaluation:

WEEK 1: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify items modelled using pinch method
2. Identify materials and tools used in modeling
3. Appreciate pinching as a technique of modelling

Key Inquiry Question(s):

- Observe items modelled using pinch method
- Collect materials and tools for use in pinch method modelling

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities curriculum design
- Beginning Art and Craft grade 1

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of pinching as a modeling technique.

Step 2: Identify different items that can be created using the pinch method.

Step 3: Discuss and demonstrate the materials and tools needed for pinch method modeling.

Step 4: Engage students in a hands-on activity where they practice modeling using the pinch method.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own pinch method models using various materials.
- Ask students to bring in everyday objects that can be modeled using the pinch method and discuss their creations in the next lesson.

Teacher Self-Evaluation:

WEEK 1: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method.
2. Showcase and talk about own and others' work.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- How can we model items using the pinch method?
- How can we showcase and talk about our own and others' work?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collabora- tion • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conserva- tion • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Art and Craft Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Introduce the pinch method of modeling.

- Demonstrate how to use the pinch method to create a simple object.

Step 2: Practice modeling an item using the pinch method.

- Provide students with clay or playdough to create their own models.

Step 3: Showcase and talk about each student's work.

- Encourage students to share their creations with the class and discuss what they have created.

Step 4: Discuss the importance of appreciating different techniques, including pinching, in art.

- Lead a discussion on how using the pinch method can create unique and interesting artwork.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where students showcase their models and explain their creations.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Suggest students create a mini art exhibition in the classroom to display their modeled items.
- Encourage students to write a short reflection on their experience using the pinch method to model items.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling - Pinch method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method
2. Showcase and talk about their own and others' work
3. Appreciate pinching as a technique of modeling

Key Inquiry Question(s):

- How can we use the pinch method to create models?
- Why is it important to showcase and discuss our work with others?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Art and Craft Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Discuss the key concepts of modeling using the pinch method from the learning resources.

Lesson Development (20 minutes):

Step 1: Introduce the pinch method of modeling and demonstrate how to use it.

Step 2: Provide materials for students to practice the pinch method and model their chosen items.

Step 3: Allow students to showcase and share their creations with the class, encouraging them to talk about their work.

Step 4: Discuss the importance of appreciating different techniques of modeling, including the pinch method.

Conclusion (5 minutes):

- Summarize the key points of the lesson on modeling using the pinch method.
- Engage students in a brief interactive activity where they share one thing they learned or enjoyed about modeling today.
- Provide a preview of the upcoming topics or questions to think about for the next session.

Extended Activities:

- Encourage students to create a collaborative art piece using the pinch method, combining their individual models into one larger display.
- Ask students to research and explore different cultures or artists who use modeling techniques similar to the pinch method.

Teacher Self-Evaluati

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling Pinch Method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method.
2. Showcase and talk about own and others' work.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- How can we create items using the pinch method?
- What do we appreciate about the models we see?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Art and Craft for Grade 1

Organization of Learning:**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson about basic art techniques.
- Briefly discuss what the pinch method is, showing a simple example (like pinch pots) for clarity.
- Encourage students to share their thoughts on what modeling means and how it can be fun.

Lesson Development (20 minutes):**Step 1: Introduction to Pinch Method**

- Demonstrate the pinch method using model clay or playdough. Show how to make simple shapes like a cup or a bowl by pinching and shaping the material.
- Ask students questions about what they observe and explain the steps you're taking in simple terms.

Step 2: Hands-On Practice

- Provide each student with a piece of clay or playdough.
- Guide them to create their own item using the pinch method. Walk around to offer help and encouragement.
- Encourage them to think creatively about what they want to make (e.g., animals, objects, etc.).

Step 3: Show and Tell

- Have students showcase their models by sharing with the class what they made and how they used the pinch method.
- Encourage peers to give positive comments about each other's work, focusing on aspects they appreciate.

Step 4: Group Reflection

- Facilitate a brief discussion about the process. Ask questions like:
- What did you enjoy about using the pinch method?
- Which model made you feel proud?
- How was it to talk about your work and listen to others?

Conclusion (5 minutes):

- Summarize key points: what the pinch method is, the creative process of making models, and the importance of sharing and appreciating each other's work.
- Conduct a brief interactive activity where students can give compliments to at least one classmate about their creation.
- Prepare students for the next session by hinting at future modeling techniques they will learn, such as coiling or slab methods, and pose a question: "What do you think we will make next time?"

Extended Activities:

- Family Art Night: Encourage students to work with a family member to make a larger model, using the pinch method at home. They can then bring it to class to showcase.
- Nature Sculptures: Go outside and collect natural materials (leaves, stones, etc.) and use them to enhance their clay models. Discuss how nature inspires our creations.
- Art Gallery Walk: Set up a mini gallery to exhibit the students' creations and have them explain their art to other classes, fostering public speaking skills.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling (Pinch Method)

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method.
2. Showcase and talk about own and others' work.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Questions:

- How can we model items using the pinch method?
- How can we showcase and talk about our work and the work of others?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collabora- tion • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conserva- tion • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 creative Activities curriculum design.
- Art supplies including clay or play-dough, tools for modeling (e.g., plastic knives, rolling pins), and a space for displaying work.

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on art techniques and materials.
- Ask students about their favorite art creation so far and why they liked it.
- Introduce the pinch method in modeling and explain that they will be creating their own items today.

Lesson Development (20 minutes):**Step 1:** Understanding the Pinch Method

- Introduce the pinch method by demonstrating how to pinch and shape clay or play-dough.
- Allow students to practice pinching pieces of clay in their hands, forming simple shapes like balls or cups.
- Encourage them to describe what they are doing while they work.

Step 2: Choosing What to Model

- Ask students to think about what items they would like to create using the pinch method (e.g., animal, flower, or a bowl).
- Have them share their ideas with a partner to reinforce discussion and creativity.

Step 3: Creating the Model

- Give students time to work on their chosen items using the pinch method.
- Walk around the classroom and offer support, asking questions that encourage them to think about their process (e.g., "How did you shape that?").

Step 4: Showcasing and Sharing

- Once the items are complete, organize a mini-gallery walk where students display their work.
- Encourage each student to talk about their creation, explaining what they made and how they used the pinch method.

- Facilitate a group discussion, allowing peers to give positive feedback to each other.

Conclusion (5 minutes):

- Summarize the key points by reviewing the pinch method and its importance in modeling.
- Reinforce vocabulary by asking students to repeat key terms: pinch, model, showcase.
- Conduct a brief interactive activity where students point to their favorite model made by a classmate and share one positive thing about it.
- Prepare learners for the next session by introducing the idea of combining modeling with painting or decorating their pieces in upcoming lessons.

Extended Activities:

- Encourage students to create models at home using playdough or clay from kitchen leftovers and to bring their favorite creations in to share with the class.
- Introduce a "Modeling Show and Tell" day where they can showcase their work to the class and explain which pinch techniques they used.

Teacher self- Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling - Pinch Method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method.
2. Showcase and talk about own and others' work.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Questions:

- How can we model items using the pinch method?
- What do we notice about our work and our friends' work?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Art and Craft Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson about different ways to create art.
- Discuss the pinch method briefly, asking students if they remember what it is and inviting them to share experiences they may have had with it.

Lesson Development (20 minutes):**Step 1:** Introduce the Pinch Method

- Show students a simple example of something created using the pinch method (e.g., a pinch pot).
- Explain how to create a pinch item: Start with a ball of clay, use your thumb to push into the center and then pinch the sides to shape it.
- Encourage students to visualize what they might like to create.

Step 2: Hands-On Modeling

- Provide each student with a small amount of clay.
- Instruct them to create their own model using the pinch method.
- Walk around to offer help and give positive feedback as they work on their projects.

Step 3: Showcase Creations

- Once students have completed their models, gather them in a circle.
- Invite each student to share their creation with the class, explaining what it is and how they made it.
- Encourage students to give kind and constructive feedback to their classmates.

Step 4: Appreciation of Techniques

- Discuss what everyone noticed about the different pinch items created.
- Highlight various techniques and creativity shown during the modeling.
- Encourage students to appreciate the uniqueness of each other's work.

Conclusion (5 minutes):

- Summarize the key points: the pinch method, showcasing work, and appreciating each other's art.
- Conduct an interactive game where students can "pinch" ideas from their friends about what they might try next time.
- Preview upcoming topics, such as incorporating other techniques into their next art creation.

Extended Activities:

- Create a home art project where students can use the pinch method with play dough and bring in photos of their work to share in the next class.
- Organize a class gallery walk where students can display their pinch items for parents and peers to see, encouraging them to prepare explanations about their work.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modeling - Pinch Method

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Model items using the pinch method.
2. Showcase and talk about their own and others' work.
3. Appreciate pinching as a technique of modeling.

Key Inquiry Question(s):

- How can we use the pinch method to model different items?
- How can we show and talk about our art and the art of our friends?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collabora- tion • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conserva- tion • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- "Beginning Art and Craft" grade 1 book

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on different modeling techniques.
- Guide learners in reading and discussing the pinch method from the learning resources. Ask questions like, "What do you think the pinch method is?"

Lesson Development (20 minutes):**Step 1: Introduction to Pinch Method**

- Show students a sample item made with the pinch method (like a small bowl or animal).
- Explain how to use their fingers to pinch and shape clay or dough. Demonstrate the technique slowly.

Step 2: Practice Pinching with Materials

- Distribute clay or dough to each student.
- Instruct them to create a simple object (like a pinch pot or a small animal) using the pinch technique. Walk around to assist as needed.

Step 3: Share and Showcase Work

- Invite students to showcase their modeled items to the class.
- Encourage them to describe what they made and how they used the pinch method.

Step 4: Appreciation and Feedback

- Facilitate a group discussion where students can share compliments or positive feedback about each other's work.
- Ask guiding questions like, "What do you like about your friend's model?"

Conclusion (5 minutes):

- Summarize the key points about the pinch method and the importance of sharing and appreciating art.
- Conduct a brief interactive activity, such as a "Pinch and Share" where students exchange their models and describe them to a partner.

- Prepare learners for the next session by asking, "Next time, what other techniques do you think we can explore?"

Extended Activities:

- Create a "Pinch Art Gallery" display in the classroom where students can exhibit their modeled items for classmates and parents to see.
- Encourage students to practice their pinch skills at home with play dough or clay, and perhaps create a themed item (animals, food, etc.) to bring to the next class.

Teacher Self-Evaluation:

WEEK 2: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify percussion musical instruments from diverse Kenyan communities.
2. Draw percussion musical instruments.
3. Appreciate musical instruments.

Key Inquiry Questions:

- What percussion musical instruments are used in different Kenyan communities?
- How can we draw different percussion musical instruments like drums, shakers, and jingles?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Visual aids of percussion instruments
- Musical recordings featuring percussion instruments

Organization of Learning:**Introduction (5 minutes):**

- Briefly review what was learned in the previous lesson about music and instruments.
- Ask students questions to spark their memory and connect to today's topic.
- Introduce the day's focus on percussion instruments from Kenyan communities.

Lesson Development (30 minutes):**Step 1:** Introduction to Percussion Instruments

- Show pictures of various Kenyan percussion instruments such as drums, shakers, and jingles.
- Discuss each instrument's name, what it looks like, and the sounds it makes.
- Engage students by asking if they have seen or heard these instruments before.

Step 2: Group Discussion

- Divide students into small groups.
- Each group picks one percussion instrument to discuss.
- Encourage them to think about how the instrument is used in celebrations or performances in Kenyan communities.

Step 3: Drawing Activity

- Have students pick their favorite percussion instrument.
- Provide paper and crayons/colored pencils for them to draw their chosen instrument.
- Encourage creativity in their drawings and remind them to include details.

Step 4: Share and Appreciate

- Invite each student to share their drawing with the class, explaining what instrument they drew and how it is used.
- Celebrate the diversity of instruments by appreciating each student's work.

Conclusion (5 minutes):

- Summarize the key points: What percussion instruments are there? How are they used in Kenyan communities?
- Conduct a fun clapping or drumming activity to reinforce rhythm and sounds.
- Preview the next lesson: “Next time, we will learn how to make your very own simple percussion instrument!”

Extended Activities:

- Home Project: Ask students to find a household object that could be used as a percussion instrument and bring it to class for a “show and tell.”
- Instrument Exploration: Create a class display where each student contributes their drawings and any new instruments they discover.

Teacher Self-Evaluation:

WEEK 2: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify percussion musical instruments from diverse Kenyan communities.
2. Draw percussion musical instruments.
3. Appreciate different musical instruments.

Key Inquiry Questions:

- What are percussion musical instruments found in diverse Kenyan communities?
- How do we draw percussion musical instruments such as drums, shakers, and jingles?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Pictures and examples of Kenyan percussion instruments
- Drawing materials (paper, crayons, markers)

Organisation of Learning:**Introduction (5 minutes):**

- Greet the students and review the previous lesson on music and instruments.
- Ask students what they remember about musical instruments.
- Introduce the topic of percussion instruments by showing pictures of different Kenyan percussion instruments.

Lesson Development (20 minutes):**Step 1: Identify Percussion Instruments**

- Show pictures of various percussion instruments (e.g., drums, shakers, jingles).
- Ask students to name the instruments and where they might be used in Kenyan culture.
- Encourage students to share any personal experiences with these instruments.

Step 2: Discuss the Role of Percussion Instruments

- Lead a discussion about how these instruments are played and what kind of music or events they might be used for in Kenya.
- Use engaging questions to elicit participation, such as "Have you heard any of these instruments before?"

Step 3: Drawing Activity

- Distribute drawing materials and guide students to draw one percussion instrument of their choice.
- Encourage creativity and remind them to think about colors and patterns that might be used on Kenyan instruments.

Step 4: Share and Appreciate

- Ask students to share their drawings with the class.
- Discuss why they chose that particular instrument and what they appreciate about it.

Conclusion (5 minutes):

- Summarize the names of percussion instruments discussed and the importance of music in Kenyan culture.
- Conduct a quick interactive activity where students can mimic the sound of their favorite percussion instrument.
- Briefly mention that in the next lesson, they will learn about how to create music using their voices and bodies.

Extended Activities:

- Encourage students to collect empty containers at home to create their own shakers and bring them to the next class.
- Suggest they practice clapping rhythms at home with family and discuss what they learned about Kenyan instruments.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify percussion musical instruments from diverse Kenyan communities.
2. Draw percussion musical instruments.
3. Appreciate musical instruments.

Key Inquiry Question(s):

- What are percussion musical instruments from diverse Kenyan communities?
- How can we draw different percussion musical instruments like drums, shakers, and jingles?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about music and sound.
- Engage students in a discussion about the importance of music in different cultures, encouraging them to share any experiences they have with music.

Lesson Development (20 minutes):**Step 1: Introduction to Percussion Instruments**

- Show images or actual percussion instruments (like drums, shakers, or jingles).
- Explain what percussion instruments are and the sounds they make.
- Discuss the significance of these instruments in Kenyan communities, sharing interesting facts.

Step 2: Identification Activity

- Hand out a worksheet with pictures of various percussion instruments.
- Invite students to match names to the correct instruments (e.g., drum, shaker, jingles).
- Allow students to share their findings with the class and discuss any instruments they recognize from their own experiences.

Step 3: Drawing Activity

- Provide students with paper and crayons or markers.
- Instruct them to choose their favorite percussion instrument and draw it.
- Walk around to offer guidance and encourage creativity.

Step 4: Appreciation Through Movement

- Play a short piece of music featuring percussion instruments.
- Invite students to move their bodies in rhythm to the music, mimicking the sounds of the instruments they've learned about.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson: the types of percussion instruments and their cultural significance.
- Conduct a quick interactive activity where students can share one thing they learned and one instrument they wish to try.
- Preview the next session by introducing the idea that they will explore creating their own percussion instruments.

Extended Activities:

- Instrument Exploration: Instruct students to create a simple percussion instrument at home using household items (like a filled water bottle as a shaker or a cardboard box as a drum) and share their experiences in the next class.
- Community Sharing: Encourage students to ask family members about percussion instruments from their culture and share what they learn with the class.
- Music Listening Log: Ask students to listen to different types of music at home and identify any percussion instruments they hear. They can draw or write about their observations.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify percussion musical instruments from diverse Kenyan communities.
2. Draw percussion musical instruments.
3. Appreciate musical instruments.

Key Inquiry Question(s):

- What percussion musical instruments are there from diverse Kenyan communities?
- Can you draw different percussion musical instruments (drums, shakers, jingles)?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Music Grade 1.

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a short recap of what was talked about in the last lesson on musical instruments.
- Show a few pictures of different percussion instruments. Ask learners what they remember about these instruments.

Lesson Development (20 minutes):**Step 1:** Introduction to Percussion Instruments

- Show pictures of various percussion instruments (e.g., drums, maracas, tambourines).
- Discuss what makes these instruments different from others. Explain that they make sound when hit or shaken.

Step 2: Group Discussion

- Divide the class into pairs or small groups.
- Each group discusses and lists percussion instruments they know or have seen in Kenyan communities.
- Allow groups to share their ideas with the class.

Step 3: Drawing Percussion Instruments

- Provide paper and coloring materials.
- Instruct learners to choose one percussion instrument discussed and draw it.
- Encourage them to add colors and any decorative designs they like.

Step 4: Presentation of Drawings

- Each student will take a turn sharing their drawing.
- As they present, encourage them to say something about the instrument, such as where it's from or how it's played.

Conclusion (5 minutes):

- Summarize key points: We learned about different percussion instruments and how to draw them.

- Conduct an interactive activity where students make sounds mimicking the instruments mentioned.
- Finally, preview the next session by hinting at exploring how we can create our own simple percussion instruments using everyday materials.

Extended Activities:

- Create Your Own Instrument: Encourage learners to create a simple percussion instrument at home using recycled materials (e.g., a shaker with a bottle filled with rice). They can bring it to class for a show-and-tell session.
- Music and Movement: Organize a rhythm activity where students can move to the beat of different percussion instruments played. This can help connect music with physical activity.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Improvise a percussion musical instrument using locally available materials.
2. Play a percussion musical instrument for enjoyment.
3. Appreciate musical instruments.

Key Inquiry Questions:

- How can we collect locally available materials to make shakers and jingles?
- What is the purpose of playing percussion musical instruments for enjoyment?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about music.
- Discuss different types of musical instruments they know and highlight percussion instruments.
- Introduce the topic of improvisation and making instruments from everyday materials.

Lesson Development (20 minutes):**Step 1:** Discussing Percussion Instruments

- Explain what percussion instruments are and how they are played (using hands, sticks, etc.).
- Show pictures of simple percussion instruments such as shakers and tambourines.

Step 2: Collecting Materials

- Guide students in brainstorming items they can use to make shakers or jingles. Examples: empty plastic bottles, small containers, rice, beans, or pebbles.
- Have students share what materials they have at home or can find outside.

Step 3: Creating Instruments

- Provide instructions for making a simple shaker using plastic bottles and rice/beans.
- Allow students to create their shakers using the materials they shared in Step 2. (If materials are available in class, supervised crafting can occur).

Step 4: Playing and Enjoying

- Lead students in a short group activity where they take turns shaking their instruments while keeping a simple rhythm to a clapping or humming song.
- Encourage students to listen to the sounds they create and share how it makes them feel.

Conclusion (5 minutes):

- Summarize the key points discussed: types of percussion instruments, materials used to make shakers, and the fun of playing music.
- Conduct an interactive activity by asking each student to share their instrument and make a sound.
- Preview the next lesson by asking students to think about other instruments they might want to create or play.

Extended Activities:

- Encourage students to explore other household materials to create different types of percussion instruments (e.g., tambourines made with paper plates).
- Organize a home music concert where students can showcase their homemade instruments to family members.
- Create a class book with photos of their instruments and drawings of how they made them.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modelling and Ornament Making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting.
2. Make a beaded ornament.
3. Appreciate making beads using the pellet technique.

Key Inquiry Questions:

- How can we decorate the beads by painting?
- How do we pierce the pellets to make a hole for stringing?
- What should we do to let the beads dry?
- How do we pass a string to make a single-stranded necklace?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression

solving		• Sustainability
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Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Art and Craft Grade 3

Organisation of Learning:**Introduction (5 minutes):**

- Review the Previous Lesson: Ask students what they remember about their last art project.
- Discussion: Read together from the learning resources. Discuss how beads can be decorated and what they can be used for.

Lesson Development (20 minutes):**Step 1:** Decorating the Beads

- Activity: Provide each student with plain beads. Give them paint and brushes to decorate their beads. Explain color mixing and encourage creativity.
- Highlight: Discuss what colors they chose and why.

Step 2: Making Holes in the Pellets

- Demonstration: Show how to carefully pierce the pellets with a small tool or needle (with teacher assistance as necessary) to create holes for stringing.
- Hands-On: Allow students to pierce their pellets while reinforcing safety and careful handling.

Step 3: Drying the Beads

- Discussion: Explain why the beads need to dry in the shade. Talk about how sunlight can change colors or damage paint.
- Activity: Have students place their painted beads in a designated shaded area to dry.

Step 4: Stringing the Necklace

- Activity: Once the beads are dry, demonstrate how to use a string to make a simple necklace by passing the string through the holes in the beads.
- Hands-On: Let each student create their own single-stranded necklace while offering help where needed.

Conclusion (5 minutes):

- Summarize Key Points: Review the steps of making a beaded ornament—decorating, piercing, drying, and stringing.
- Interactive Activity: Play a quick game where students share one new thing they learned about making ornaments.
- Preview of Next Session: Excite students about the next lesson where they will use their necklaces in a class performance or show-and-tell.

Extended Activities:

- Have students create a story around their decorated necklaces, sharing what each bead represents.
- Encourage them to gather natural materials from home or the playground and incorporate them into the next craft project as additional ornament embellishments.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Display

Sub Strand: Modelling and Ornament Making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting
2. Make a beaded ornament
3. Appreciate making beads using the pellet technique

Key Inquiry Questions:

- How can we decorate the beads by painting them?
- How do we pierce the pellets to make holes for stringing?
- What is the best way to dry our beads after painting?
- How can we string our beads to make a necklace?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

solving		
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Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Art and Craft Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Start by reviewing the previous lesson on basic art materials and techniques.
- Engage students by asking questions about colors and decorations, leading to a discussion on ornaments.

Lesson Development (20 minutes):**Step 1:** Decorating the Pellets

- Distribute the pellets (beads) and washable paint to each student.
- Demonstrate how to paint the beads, encouraging creativity with colors.
- Provide tips on how to cover the beads evenly.

Step 2: Making Holes in the Pellets

- Once the beads are painted and drying, show students how to carefully pierce the pellets using a needle (teacher assists).
- Explain the importance of making a hole for strung beads.

Step 3: Drying the Beads

- Guide students to place their painted beads under a shaded area or on drying racks.
- Explain why the beads need to dry properly before stringing.

Step 4: Stringing the Beads

- Provide each student with a piece of string.
- Show them how to thread the beads onto the string to create a necklace.
- Allow creativity in the design of their necklaces.

Conclusion (5 minutes):

- Summarize the key points: decorating beads, making holes, drying beads, and stringing them.
- Conduct an interactive activity where students share their creations and talk about their favorite colors and designs.
- Preview the next session, which will focus on other types of decorations for school events.

Extended Activities:

- Bead Gallery: Encourage students to create additional ornaments at home using natural items (like twigs or leaves) and bring them to class.
- Design a Story: Have students create a short story about their necklace, which they can present in the next class, emphasizing narrative skills and creativity.

Teacher Self-Evaluation:

WEEK 3: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Displaying

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

- 1.Improvise a percussion musical instrument using locally available materials.
- 2.Play a percussion musical instrument for enjoyment.
3. Appreciate musical instruments.

Key Inquiry Questions:

- How can we collect locally available materials to make shakers?
- Why do we play percussion musical instruments?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a short review of the last lesson about music and sounds.
- Ask students questions about what instruments they remember and how they sound.
- Read aloud a section from the curriculum about percussion instruments and discuss what percussion instruments are.

Lesson Development (20 minutes):**Step 1: Introduction to Percussion Instruments**

- Show pictures or samples of different percussion instruments (e.g., drums, tambourines, maracas).
- Discuss how percussion instruments make sound by being hit or shaken.
- Encourage students to share any percussion instruments they know.

Step 2: Collecting Materials

- Explain to students that they will be making their own shakers.
- Introduce some locally available materials (e.g., plastic bottles, rice, beans, rocks).
- Allow students to brainstorm what they could use to make music and ask them to bring items for the next class.

Step 3: Making a Simple Shaker

- Guide students through making a simple shaker with materials provided (like filling a plastic bottle with rice or beans).
- Ensure they are safely sealing the container and discuss how each sound changes with different materials.
- Allow students to decorate their shakers with stickers or colors.

Step 4: Playing for Enjoyment

- Once shakers are made, have a mini performance where students can play their shakers along to a simple rhythm.
- Teach them a short, easy beat to play together as a class.

Conclusion (5 minutes):

- Gather the students and review the key points: What are percussion instruments? What did we make today?
- Conduct a brief interactive activity, like a simple clapping game to reinforce rhythmic patterns.
- Preview the next session: "Next time, we will learn how to play together and create our very own music group."

Extended Activities:

- Encourage students to make their own percussion instruments at home and share them with the class.
- Organize a "Percussion Parade" day where students can bring in their shakers and perform for their classmates.
- Create a classroom display showcasing the instruments made with pictures and descriptions of their sounds.

Teacher Self-Evaluation:

WEEK 3: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Displaying

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Improvise a percussion musical instrument using locally available materials.
2. Play a percussion musical instrument for enjoyment.
3. Appreciate musical instruments.

Key Inquiry Question(s):

- How can we collect locally available materials to make shakers and jingles?
- Why do we play percussion musical instruments for enjoyment?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self- esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Start with a friendly greeting and gather students' attention.
- Review the previous lesson by asking questions about percussion instruments.
- Guide learners to read a short passage about percussion instruments from the learning resources and discuss what they learned.

Lesson Development (20 minutes):**Step 1: Who are the Percussion Instruments?**

- Explain what percussion instruments are with examples (e.g., drums, shakers, tambourines).
- Show pictures of various percussion instruments.

Step 2: Collecting Materials

- Discuss with students what materials they can find around their homes or school (e.g., empty bottles, rice, small stones).
- Encourage them to think creatively and share their ideas.

Step 3: Creating Our Instruments

- Guide students in groups to create their own shakers or jingles using the materials they have collected.
- Provide support as they craft their instruments, encouraging teamwork and creativity.

Step 4: Playing for Enjoyment

- Once the instruments are made, invite students to play their shakers and jingles together.
- Facilitate a short jam session where they can experiment with different rhythms and sounds.

Conclusion (5 minutes):

- Gather students together and summarize the key points discussed in the lesson: types of percussion instruments, creating instruments, and the joy of making music.
- Engage in an interactive activity such as a "musical freeze" game where students stop playing

when the music stops.

- Preview the next session by asking, "What other sounds can we make with music?"

Extended Activities:

- Encourage students to decorate their homemade instruments and bring them to class for a show-and-tell.
- Organize a "family music night" where students can demonstrate their instruments to their families at home.
- Suggest making a class percussion band by grouping students with different instruments to play together in future lessons.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Displaying

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Improvise a percussion musical instrument using locally available materials.
2. Play a percussion musical instrument for enjoyment.
3. Appreciate musical instruments.

Key Inquiry Question(s):

- How can we collect locally available materials to make shakers and jingles?
- Why do we play percussion musical instruments for fun?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on the different types of musical instruments.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing percussion instruments.

Lesson Development (20 minutes):**Step 1:** Introduction to Percussion Instruments

- Discuss what percussion instruments are and why they are important.
- Show pictures or examples of percussion instruments (like drums, tambourines, and shakers).

Step 2: Collecting Materials

- Invite students to look around their home or classroom for items that can be used to create their own instruments (e.g., empty bottles, beans, rice, etc.).
- Have a short discussion about how each item sounds and the types of sounds it can make.

Step 3: Creating Shakers and Jingles

- Give students a demonstration on how to make simple shakers by filling plastic bottles with beans or rice, or wrapping a jingle using tin cans and small bells.
- Allow students to create their own percussion instruments using the materials gathered.

Step 4: Playing and Enjoying

- Invite students to play their new instruments together, creating a simple rhythm.
- Encourage them to think about how they can play together in harmony and have fun with music.

Conclusion (5 minutes):

- Summarize the key points: What percussion instruments are, how we made them, and how we can play them for enjoyment.
- Conduct a brief interactive activity: Ask students to share their favorite sound made by their new instrument.
- Prepare them for the next session by asking them to think about where they have heard per-

cussion instruments being played.

Extended Activities:

- Suggest learners create a "musical parade" at home with their improvised instruments and have family members join in.
- Invite students to create a "sound collage" at home using different percussion instruments and record it to play in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Performing and Displaying

Sub Strand: Percussion Musical Instruments

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Improvise a percussion musical instrument using locally available materials.
2. Play a percussion musical instrument for enjoyment.
3. Appreciate musical instruments.

Key Inquiry Question(s):

- How can we collect locally available materials to make shakers and jingles?
- Why do we play percussion musical instruments for fun?

Core competencies	Values	PCIs
• Learning to learn • Citizenship • Self- efficacy • Digital literacy • Communication and collaboration • Creativity and imagination • Critical thinking and problem solving	• Unity • Respect • Patriotism • Responsibility • Love	• Personal hygiene • Self- awareness and Self-esteem • Environmental conservation • Life skills • Health promotion issues • Cultural expression • Sustainability

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on the different types of musical instruments.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing percussion instruments.

Lesson Development (20 minutes):**Step 1: Introduction to Percussion Instruments**

- Discuss what percussion instruments are and why they are important.
- Show pictures or examples of percussion instruments (like drums, tambourines, and shakers).

Step 2: Collecting Materials

- Invite students to look around their home or classroom for items that can be used to create their own instruments (e.g., empty bottles, beans, rice, etc.).
- Have a short discussion about how each item sounds and the types of sounds it can make.

Step 3: Creating Shakers and Jingles

- Give students a demonstration on how to make simple shakers by filling plastic bottles with beans or rice, or wrapping a jingle using tin cans and small bells.
- Allow students to create their own percussion instruments using the materials gathered.

Step 4: Playing and Enjoying

- Invite students to play their new instruments together, creating a simple rhythm.
- Encourage them to think about how they can play together in harmony and have fun with music.

Conclusion (5 minutes):

- Summarize the key points: What percussion instruments are, how we made them, and how we can play them for enjoyment.
- Conduct a brief interactive activity: Ask students to share their favorite sound made by their new instrument.

- Prepare them for the next session by asking them to think about where they have heard percussion instruments being played.

Extended Activities:

- Suggest learners create a "musical parade" at home with their improvised instruments and have family members join in.
- Invite students to create a "sound collage" at home using different percussion instruments and record it to play in class.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Modelling and Ornament Making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting.
2. Make a beaded ornament.
3. Appreciate making beads using the pellet technique.

Key Inquiry Question(s):

- How do we decorate the beads?
- How do we make a hole in the pellets for stringing?
- How do we string the beads to make a necklace?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design

- Basic art supplies (paint, brushes, string, and plastic pellets)

Organisation of Learning:

Introduction (5 minutes):

- Review what we learned in the last class about making simple decorations.
- Gather students in a circle and read through the Learning Resources, asking them questions about what they remember. Encourage them to share their ideas on making ornaments.

Lesson Development (20 minutes):

Step 1: Preparing the Beads

- Introduce the concept of using plastic pellets to make beads.
- Demonstrate how to pierce a pellet with a small tool (safely).
- Guide the activity where each student gets two pellets and pierces them carefully, emphasizing safety and hand control.

Step 2: Painting the Beads

- Allow students to use paint to decorate their pellets.
- Explain color mixing and encourage creativity—students can create patterns or use their imagination.
- Show them where to put their beads to dry afterward.

Step 3: Stringing the Beads

- Once the beads are dry, provide each student with a piece of string.
- Demonstrate how to thread their beads onto the string and tie knots.
- Encourage them to think about how they want to arrange their beads.

Step 4: Sharing and Displaying

- Allow students to share their necklaces with the class, discussing their designs and what inspired them.
- Create a small display area for students to showcase their finished ornaments.

Conclusion (5 minutes):

- Summarize the key points: how beads were made, decorated, and strung together.
- Conduct a quick interactive quiz: Ask students to recall one thing they liked about the process.
- Preview next session: "Next time, we will explore other ways to make decorations. Think about what materials you would like to use!"

Extended Activities:

- Encourage students to collect natural materials (like leaves or stones) from home to incorporate into their next ornament-making session.
- Organize a "bead swap" day where students can trade beads they've created with their classmates for variety.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Modelling and Ornament Making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting.
2. Make a beaded ornament.
3. Appreciate making beads using pellet technique.

Key Inquiry Questions:

- How do we decorate the beads by painting?
- How do we pierce the pellets to make a hole for stringing and leave them under a shade to dry?
- How do we pass a string to make a single stranded necklace?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Art Curriculum Design: Beginning Art and Craft for Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by reviewing what students learned in the last lesson about the basics of making and decorating items.
- Introduce the day's project: making and decorating beads for a necklace. Read together from the curriculum about how beads can be made and decorated.

Lesson Development (20 minutes):

Step 1: Making the Beads

- Demonstrate how to use small pellets to create beads. Show how to roll the pellets into bead shapes.
- Allow students to make their own beads while circulating the room to assist as necessary.

Step 2: Piercing the Beads

- Once the beads are made, show how to carefully pierce a hole through the beads using a safe tool (e.g., a blunt needle).
- Guide students in this step as they carefully create holes in their beads.

Step 3: Painting the Beads

- Provide non-toxic paint and brushes. Demonstrate how to paint the beads, encouraging creativity (students can use various colors and patterns).
- Allow time for students to paint their beads, reminding them that these will be their special ornaments.

Step 4: Stringing the Beads

- After the beads have dried in the shade (or are ready for a quick stringing activity), demonstrate how to thread the beads onto a string.
- Help students make their own necklaces, tying knots at the end to secure the beads in place.

Conclusion (5 minutes):

- Summarize what students did: made beads from pellets, painted them, and strung them into necklaces.
- Conduct a quick question-and-answer review: "What was your favorite part of making your necklace?"
- Preview the next class: "Next time, we will learn about other items we can make with the left-

over materials from this project!”

Extended Activities:

- Encourage students to create a small gift for a family member using their bead ornaments and write a simple note explaining what they did.
- Suggest a fun home project where children can find everyday materials to create their own beads (e.g., pasta, buttons) and decorate them using various techniques.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Modelling and ornament making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting.
2. Make a beaded ornament.
3. Appreciate making beads using the pellet technique.

Key Inquiry Questions:

- How do we decorate the beads by painting?
- How do we pierce the pellets to make a hole for stringing?
- Why do we leave the beads under shade to dry?
- How can we pass a string to make a single-stranded necklace?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design.

- Art and Craft materials (pellets, paint, string, etc.).

Organisation of Learning:

Introduction (5 minutes):

- Welcome students and briefly review what they learned in the previous lesson about beads and ornaments.
- Ask questions to prompt discussion, such as, "What materials do we need to make beads?" and "Have you ever decorated something before?"
- Read and discuss key concepts from the learning resources, focusing on bead decoration and making ornaments.

Lesson Development (20 minutes):

Step 1: Prepare the Pellets

- Show students the pellets and explain how they are made.
- Demonstrate how to pierce a pellet with a toothpick to make a hole.
- Allow students to practice piercing their pellets with guidance.

Step 2: Painting the Beads

- Provide paint and brushes to students.
- Instruct them on how to decorate their pellets by painting them different colors and patterns.
- Remind them that each bead can be unique!

Step 3: Drying the Beads

- Explain the importance of drying the beads.
- Instruct students to place their painted beads in a shaded area for drying while discussing why heat and sunlight can affect the paint.

Step 4: Making the Necklace

- After the beads have dried, guide students in threading their beads onto the string.
- Show them how to tie the ends of the string to create a necklace.
- Allow time for students to share and show off their creations to their classmates.

Conclusion (5 minutes):

- Summarize exciting points: "Today, we learned how to make beads, paint them, and create beautiful necklaces!"
- Conduct a brief interactive activity, such as asking students to share their favorite part of the lesson.

- Prepare learners for the next session by giving a preview of learning about different types of decorations or exploring more advanced techniques.

Extended Activities:

- Have students create a friendship bracelet using the techniques learned in the lesson.
- Encourage students to gather natural materials (like leaves and flowers) to incorporate into their ornament making next time.
- Set up an “Art Gallery” where students can display their bead ornaments and invite other classes to visit.

Teacher Self-Evaluation:

WEEK 4: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Modelling and Ornament Making

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Decorate the beads by painting
2. Make a beaded ornament
3. Appreciate making beads using the pellet technique

Key Inquiry Questions:

- How do we decorate the beads by painting?
- How can we pierce the pellets to make a hole for stringing?
- Why is it important to leave our beads in the shade to dry?
- How can we create a single-stranded necklace using our beads?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities curriculum design

- Art and Craft materials (beads, paint, string, pellet materials)
- Safety tools (child-safe scissors, needle tool)

Organisation of Learning:

Introduction (5 minutes):

- Begin the class by reviewing the previous lesson on shapes and designs.
- Ask the students questions like, “What shapes did we use?” or “What colors do we remember painting with?”
- Introduce the topic of bead making and ornament creation by reading a short paragraph from the learning resources, highlighting the importance of decoration and creativity.

Lesson Development (20 minutes):

Step 1: Preparing the Beads

- Show students the pellets we'll use to make beads. Explain how to choose colors for painting.
- Guide them in painting the beads using child-safe paint. Discuss different patterns they can create (dots, stripes, swirls).

Step 2: Creating Holes for Stringing

- Once the beads are dry, demonstrate how to carefully attach the needle tool to make a small hole in each bead.
- Emphasize safety and help students as they pierce their beads. Discuss why making holes is necessary for stringing beads.

Step 3: Stringing the Beads

- Demonstrate how to pass the string through the holes of the beads to create a necklace.
- Allow students to try stringing their beads. Walk around and assist, encouraging creativity in their arrangements.

Step 4: Completing the Ornament

- Once everyone has strung their beads, discuss how they can finish their necklaces (tying knots or adding a clasp).
- Share ideas for other designs or ornaments they can create with their beads in the future.

Conclusion (5 minutes):

- Summarize the key points: how to paint beads, make holes, and string them together for an ornament or necklace.
- Engage students in a brief interactive activity where they describe their favorite color or pat-

tern they painted on their beads.

- Preview the next lesson by asking, “What if we create a bigger project with our beads?”

Extended Activities:

- Encourage students to create a beaded bracelet to take home.
- Invite them to bring other materials (safe items like buttons or pasta) to combine with their beads for future crafting sessions.
- Set up a “Bead Art Show” where students can display their creations and explain how they made them.

Teacher Self-Evaluation:

WEEK 4: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Question(s):

- What sounds can we hear in our school? (e.g., animals, birds, humans)
- Can we describe music using words like loud, soft, fast, and slow?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on sound and music. Ask students to share one sound they heard and liked.
- Guide learners to read and discuss relevant content from the learning resources, focusing on identifying sounds and understanding the elements of music.

Lesson Development (20 minutes):**Step 1: Listening Walk**

- Take the class on a short walk around the school.
- Encourage students to listen carefully and identify different sounds they hear (e.g., birds chirping, people talking, bells ringing).
- Ask students to share what they heard.

Step 2: Sound Discussion

- Gather back in the classroom.
- Discuss the different sounds identified during the walk.
- Use appropriate terminology such as loud, soft, fast, and slow to describe these sounds.

Step 3: Elements of Music

- Introduce basic elements of music (e.g., rhythm, pitch, dynamics).
- Discuss how these elements are used in songs. Show an example of a simple song and identify these elements together.

Step 4: Listening Activity

- Play a short piece of music or a simple song.
- Ask students to listen and feel the music.
- Discuss how the music makes them feel (happy, relaxed, excited) and relate it to the earlier discussion of music elements.

Conclusion (5 minutes):

- Summarize key points learned: how to identify sounds, describe music, and how music affects our feelings.
- Conduct a brief interactive activity: have students clap along to a beat and describe whether it's loud or soft.
- Prepare learners for the next session by previewing a topic on creating their own sounds and

music.

Extended Activities:

- Sound Scavenger Hunt: Have students create a list of sounds to listen for at home or in the schoolyard. They can draw pictures representing each sound they find.
- Create Your Own Song: Encourage students to make up a simple song using sounds from the environment or instruments. They can perform it for their classmates.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Questions:

- What different sounds can you hear in our school? (e.g., animals, birds, humans)
- How can we describe music? (using words like loud, soft, fast, slow)

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design - Beginning Music Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Start with a review of the previous lesson on musical sounds.
- Engage the learners in a discussion about sounds they heard while at school last week.
- Ask them to share their favorite sound and why they like it.

Lesson Development (20 minutes):**Step 1:** Listening Activity

- Play a recording of different sounds (e.g., a bird singing, a bell ringing, children laughing).
- Ask students to close their eyes and listen carefully to each sound.

Step 2: Sound Identification

- After listening, have students name the sounds they heard. Discuss where they might hear these sounds in the school environment.
- Write their responses on the board: "I hear birds," "I hear bells."

Step 3: Elements of Music

- Introduce the terms: loud, soft, fast, slow. Explain these terms using simple examples (e.g., a loud clap vs. a soft whisper).
- Play short musical clips and ask students to describe the music using the new terms.

Step 4: Group Discussion

- In small groups, have students discuss how listening to music makes them feel.
- Each group can share one feeling or emotion they discussed, such as happy, excited, or sleepy.

Conclusion (5 minutes):

- Summarize the key points: sounds in the school, terms for describing music, and feelings from music.
- Have a brief interactive activity where students can choose a sound they learned about and make that sound together as a class.
- Briefly preview the next session's topic: "Creating Our Own Sounds and Music."

Extended Activities:

- Sound Walk: Take the students outside for a short walk around the school to find different sounds. Ask them to listen closely and then draw or write about their favorite sound when they return to class.

- Music Makers: Have students bring an item from home that makes a sound (like a spoon, jar, or bell). They can share it with the class and describe the sound it makes.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Question(s):

- What sounds can we hear in our school environment (like animals, birds, and people)?
- How can we describe the elements of music using words like loud, soft, fast, and slow?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Start by reviewing the previous lesson on sounds. Ask students to share what they remember.
- Briefly discuss what they did in the last class.
- Introduce the key concepts of the lesson: sound sources in our school and the elements of music.

Lesson Development (20 minutes):**Step 1: Listening Walk**

- Take students on a short walk around the school to listen. Ask them to quietly observe and identify sounds they hear (like birds chirping, voices, footsteps).
- After the walk, gather students and let them share what sounds they heard.

Step 2: Sound Sources Chart

- Create a chart on the board titled "School Sounds."
- Encourage students to draw or write the sounds they identified during the listening walk.
- Help them categorize the sounds (natural vs. human-made).

Step 3: Elements of Music Discussion

- Introduce basic elements of music: loud, soft, fast, slow.
- Use examples from the students' observations. For instance, "Was the bird chirping loud or soft?"
- Encourage students to think of songs they know and how they can describe them using these terms.

Step 4: Listening to a Song

- Play a short song and have students listen.
- After listening, ask them to describe the song using the terms learned (Is it loud or soft? Fast or slow?).
- Encourage them to share what feelings the music gave them.

Conclusion (5 minutes):

- Summarize the key points: sounds in our environment and elements of music.
- Conduct a quick interactive activity where students clap different rhythms and describe their loudness and speed.
- Preview the next session: "Next time, we'll create our own rhythms using claps and stomps!"

Extended Activities:

- Art Connection: Have students draw a picture of their favorite sound or the source of sound they found in school.
- Sound Hunt: Create a “sound scavenger hunt” list for students to look for different sounds at home or in the playground.
- Music Exploration: Provide students with simple musical instruments (like tambourines or maracas) to explore playing loud and soft, fast and slow sounds.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment
2. Outline the elements of music as used in a song
3. Enjoy listening to music

Key Inquiry Question(s):

- What different sounds can we hear in our school? (animals, birds, humans)
- How can we describe music using words like loud, soft, fast, and slow?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design

- Beginning Music for Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on the different kinds of sounds we can hear.
- Discuss the importance of listening to sounds around us.
- Ask students if they can recall any specific sounds they heard during recess or in the class-room.
- Introduce the day's focus on how music makes us feel and the different elements of music.

Lesson Development (20 minutes):

Step 1: Listen and Identify

- Play a short audio clip of various school sounds (e.g., birds chirping, children's laughter, bells ringing).
- Ask students to listen carefully and raise their hands when they recognize a sound. Discuss where they think that sound is coming from.

Step 2: Elements of Music

- Introduce the basic elements of music: loud, soft, fast, and slow.
- Play a simple song and pause occasionally to ask students to describe the music using the introduced terms.
- Encourage them to express how the music makes them feel based on its loudness or speed.

Step 3: Create a Sound Map

- Provide students with paper and crayons.
- Ask them to draw a simple map of the school and mark where they think different sounds come from (e.g., "Playground – children playing" or "Near the trees – birds singing").

Step 4: Share and Discuss

- Have students share their sound maps with a partner.
- In a class discussion, encourage them to talk about one new thing they learned from their partner's activities.

Conclusion (5 minutes):

1. Summarize the key points of the lesson:
 - We can hear many interesting sounds in our school.

- Music can be described using words like loud, soft, fast, and slow.

2. Conduct a fun interactive activity:

- Ask students to listen to a short melody and raise their hands if they think it is loud or soft, fast or slow.

3. Prepare students for the next lesson by asking, “What sounds do you think we will explore next time?”

Extended Activities:

- Sound Hunt: Go on a sound scavenger hunt around the playground or schoolyard where students must find specific sounds and report back to the class.

- Music Creation: Provide students with simple musical instruments (like bells or shakers) to create their own sounds. Encourage them to play at loud and soft volumes and to slow down or speed up their playing to match the elements discussed.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Question(s):

- What different sounds can we hear in our school? (animals, birds, humans)
- What words can we use to describe music, like loud, soft, fast, or slow?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design: Beginning Music, Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson by asking students what sounds they can remember from the school environment.
- Guide learners to read and discuss a brief excerpt from the learning resources about sounds and music, focusing on identifying sounds they hear every day.

Lesson Development (20 minutes):**Step 1: Listening Walk**

- Take students outside or to various rooms within the school (e.g., playground, hallway).
- Ask them to listen carefully and identify different sounds they hear.

Step 2: Sound Map Creation

- Back in the classroom, have students draw a "sound map" of the things they heard. For example, birds, conversations, bells, etc.
- Encourage them to label their drawings with appropriate sound words (like "chirp" for birds).

Step 3: Discuss Elements of Music

- Introduce the concepts of loud, soft, fast, and slow using musical examples (e.g., play snippets of different types of music).
- Encourage students to describe how each piece makes them feel and what words they can use to describe the sounds.

Step 4: Enjoy Listening to Music

- Play a short, lively song and ask students to listen for the different elements discussed.
- Ask them to move their bodies with the beat to feel fast and slow music.

Conclusion (5 minutes):

- Summarize the key points: the different sounds we hear, the vocabulary of music (loud, soft, fast, slow), and how music makes us feel.
- Conduct an interactive activity: have students express their favorite sound from the lesson with a sound (like clapping or humming).
- Preview our next topic: "What different feelings can music give us?"

Extended Activities:

- Have students create and present a simple sound collage using household items to create different sounds.
- Encourage them to explore music at home and prepare to share one interesting sound they find in their environment at the next class.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub-Strand: Musical sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Questions:

- What sounds can we hear in our school? (animals, birds, humans)
- What words can we use to describe music? (loud, soft, fast, slow)

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin by reviewing the previous lesson. Ask students to share what they remember about sounds and music.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding key concepts such as sound sources and music elements.

Lesson Development (20 minutes):**Step 1: Exploring Sounds**

- Take students outside or to a window. Have them listen carefully and identify sounds in the school environment (e.g., birds chirping, people talking).
- Ask students to share what they hear and where they think the sound is coming from.

Step 2: Discussing Music Elements

- Gather students and discuss the different elements of music, such as loud and soft, fast and slow.
- Play short clips of music that demonstrate each element. Ask students to raise their hands or make gestures to show whether they hear loud or soft sounds and if the tempo is fast or slow.

Step 3: Emotional Connections to Music

- Ask students, "How does listening to music make you feel?"
- Encourage them to share their feelings and connect emotions with specific types of music or sounds they enjoy.

Step 4: Creating Sound Stories

- In small groups, have students create a simple sound story using sounds they identified earlier. Each group can come up with a short presentation or act out their sound story for the class, incorporating different sound elements.

Conclusion (5 minutes):

- Summarize key points: what we learned about different sounds around us and the elements of music.
- Conduct a brief interactive activity: Have students clap or stomp to demonstrate the differences between loud and soft, fast and slow sounds.
- Prepare learners for the next session by letting them know they will be creating their own musical sounds next class.

Extended Activities:

- Sound Scavenger Hunt: Create a list for students to find various sounds in their home or community, like animals, vehicles, or natural sounds. They can either draw pictures of their findings or share them with the class in the next session.
- Music Composition: Provide students with simple instruments (shakers, tambourines, etc.) and have them compose a short piece of music based on what they've learned about the elements of music. They can perform this for classmates.

Teacher Self-Evaluation:

WEEK 5: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify sources of sound in the school environment.
2. Outline the elements of music as used in a song.
3. Enjoy listening to music.

Key Inquiry Question(s):

- What different sounds can we hear in our school? (animals, birds, humans)
- What words can we use to describe music? (loud, soft, fast, slow)

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on sounds and music.
- Read a short passage from the learning resources about the sounds we can hear in our environment.
- Discuss key concepts, emphasizing what makes a sound and where we can find them in school.

Lesson Development (20 minutes):**Step 1: Sound Hunt**

Take the class outside to explore the schoolyard. Have students listen carefully and write down or draw pictures of the different sounds they hear (e.g., birds chirping, students talking, leaves rustling).

Step 2: Sharing Sounds

Back in the classroom, ask students to share their findings. Create a chart on the board with two columns: "Sounds" and "Where We Heard It." Encourage students to use descriptive words like loud, soft, fast, and slow to explain their sounds.

Step 3: Elements of Music

Introduce the basic elements of music. Briefly explain rhythm, melody, and dynamics. Use simple examples, playing short clips of music that exemplify loud and soft sounds.

Step 4: Listening Activity

Play a fun song and ask students to listen for the differences in sound. Encourage them to clap when they hear loud music and raise their hands when it becomes soft.

Conclusion (5 minutes):

- Summarize key points: the different sounds found in our environment, the words we can use to describe music, and the elements of music.
- Conduct a quick interactive activity: Play a musical guessing game where students close their eyes and raise their hands to identify different sounds played.
- Preview upcoming topics such as exploring more musical instruments and creating our own sound makers.

Extended Activities:

- Sound Journal: Have students keep a sound journal for a week where they can draw or write down one new sound they hear each day and describe how it feels or what it reminds them of.
- Music Makers: In groups, provide materials to create simple musical instruments (like shakers or drums) and present them to the class, explaining the sounds they make.

Teacher Self-Evaluation:

WEEK 5: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Respond to sounds in the environment for self-expression.
2. Describe the mood of songs for emotional expression.
3. Identify the importance of listening to music.
4. Enjoy listening to music.

Key Inquiry Questions:

- How can we express ourselves using sounds we hear around us?
- How does music make us feel different emotions?
- Why is listening to music important?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music for Grade 1 (books/songbooks)

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson about the different types of sounds (soft, loud, high, low).
- Guide learners to read a page from the learning resources that discusses how music can affect our feelings. Discuss how sounds around us can make us feel happy, sad, or excited.

Lesson Development (20 minutes):

Step 1: Listening Activity

- Play a short piece of music (choose a happy and a sad song). Ask students to close their eyes and listen.
- After the music, ask students how each song made them feel.

Step 2: Expressing Emotions

- Have students draw a picture of how the songs made them feel. Prompt questions: "What colors do you see? What shapes come to mind?"
- Have a few students share their drawings and feelings with the class.

Step 3: Importance of Music

- Discuss the questions: "Why do we listen to music?" and "Where do we hear music in our everyday lives?"
- Write responses on the board while encouraging student participation. Highlight points like: fun during playtime, calming during rest, and learning music in class.

Step 4: Movement with Music

- Play a fun, upbeat song. Let students dance freely to express how the music makes them feel. Emphasize the idea of using body movements as a way to show feelings.

Conclusion (5 minutes):

- Summarize key points: music affects our emotions, helps us express feelings, and is an important part of our lives.
- Reinforce learning with a quick interactive game—ask students to make sounds with their bodies (clapping, stomping) and guess the emotions behind them.

- Prepare students for the next session by mentioning they will explore musical instruments and their sounds.

Extended Activities:

- Sound Scavenger Hunt: Have students go around the classroom or school to find different sounds (e.g., a bell, pages turning) and share their experience with peers.

- Mood Songs Collage: Create a collage using pictures that represent various emotions from different music pieces. Encourage students to listen to songs at home and identify how they feel it.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Respond to sounds in the environment for self-expression
2. Describe the mood of songs for emotional expression
3. Identify the importance of listening to music
4. Enjoy listening to music

Key Inquiry Questions:

- How do sounds in our environment make us feel?
- What do different songs make us think or feel?
- Why is it important to listen to music?
- How does listening to music make us enjoy our day

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on sounds in nature. Ask students to share what they remember.
- Read a short passage from the learning resources about the different types of sounds (nature sounds, musical sounds) and discuss their importance in our lives.

Lesson Development (20 minutes):**Step 1: Listening and Responding**

- Play short clips of various environmental sounds and pieces of music.
- Have students listen closely and express how each sound makes them feel (happy, sad, excited).
- Encourage students to use their bodies to demonstrate their feelings through movement (e.g., jump for happy, sway for calm).

Step 2: Mood Description

- Play different songs for students to listen to, with each song representing a different mood (happy, sad, energetic).
- After each song, ask students to describe the mood of the song. Use guiding questions like "How does this song make you feel?" or "What colors do you think match this song?"
- Write their responses on chart paper to visualize their thoughts.

Step 3: Importance of Music

- Discuss why music is important in our lives. Ask questions such as, "What do we listen to music for?" and "How does music help us in different situations?"
- Highlight illustrative examples (e.g., music at celebrations, music for relaxation).

Step 4: Enjoying Music

- Conclude the lesson by sharing a fun, upbeat song that the class can dance to.
- Encourage students to be free with their movements and express their feelings through dance.

Conclusion (5 minutes):

- Summarize the key points: the importance of listening to sounds, how music relates to our emotions, and the joy of music.
- Conduct a brief interactive activity where students can share their favorite sounds or songs and how they make them feel.
- Preview next session's topic on creating their own sound or song, encouraging them to think about what sounds they want to use.

Extended Activities:

- Sound Scavenger Hunt: Have students go outside to find different sounds in their environment (e.g., birds, cars, wind) and describe what they hear when they return to the classroom.
- Song Creation: Encourage students to create their own simple rhythms or sounds using classroom instruments or their own voices, which they can share with the class in the next lesson.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Musical Sounds

Specific Learning Outcomes:

1. Respond to sounds in the environment for self-expression
2. Describe the mood of songs for emotional expression
3. Identify the importance of listening to music
4. Enjoy listening to music

Key Inquiry Questions:

- How do different sounds make us feel?
- Can we express our feelings through music?
- Why is it important to listen to music?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music for Grade 1 (children's songs and sounds)

Organisation of Learning:

Introduction (5 minutes):

- Begin with a brief review of the previous lesson on musical instruments.
- Ask students if they remember any sounds from the last lesson, discussing how those sounds made them feel.
- Introduce today's topic by explaining that they will explore how music and sounds affect our feelings.

Lesson Development (20 minutes):**Step 1: Discussion of Sounds**

- Engage students in an activity where they listen to different environmental sounds (such as birds chirping, rain, and wind).
- Ask them how each sound makes them feel.
- Write their responses on the board and discuss how sounds can show different moods.

Step 2: Exploring Music

- Play a short clip of a cheerful song and a calm song.
- Have students describe how each song makes them feel and the images it brings to mind.
- Explain that songs can express different emotions, like happy or sad.

Step 3: Importance of Listening to Music

- Ask students why they think it's important to listen to music.
- Guide them to understand that music can lift our spirits, help us relax, or even make us want to dance.

Step 4: Creating Sound Expressions

- In pairs, have students choose a sound or song and create a simple movement to express how it makes them feel.
- Allow them to share their movements with the class, encouraging peers to guess the sound or emotion represented.

Conclusion (5 minutes):

- Summarize the key points discussed: how sounds affect our feelings, the various moods in music, and the importance of music in our lives.
- Conduct a brief interactive activity by having students listen to one last song and vote on whether it's happy, sad, or exciting.
- Tease next lesson's subject of creating their own musical instruments.

Extended Activities:

- Sound Walk: Take students on a short outdoor walk to listen for and describe the different sounds in their environment, discussing how each one makes them feel.
- Emotion Collage: Create a collage using pictures or drawings that represent different emotions paired with corresponding music notes or musical instruments.
- Listening Journal: Provide students with a small notebook to draw or write about a song they listen to at home, focusing on the emotions it evokes.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub-Strand: Musical Sounds

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Respond to sounds in the environment for self-expression.
2. Describe the mood of songs for emotional expression.
3. Identify the importance of listening to music.
4. Enjoy listening to music.

Key Inquiry Questions:

- How can we express ourselves through sounds?
- What feelings do different songs make us feel?
- Why is listening to music important?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Beginning Music Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin by greeting the class and briefly reviewing the previous lesson.
- Ask students to share if they listened to any music since last class and how it made them feel.
- Guide the learners to read a short section from the curriculum about sounds we hear in our daily lives and how they relate to music. Emphasize understanding sounds that make them feel different emotions.

Lesson Development (20 minutes):

Step 1: Listening and Responding to Sounds

- Play various short sound clips (bird chirping, rain, musical instruments).
- Ask students to close their eyes and think about how each sound makes them feel.
- Invite volunteers to share their thoughts and feelings about the sounds they hear.

Step 2: Exploring Songs and Their Moods

- Play a happy song (e.g., "If You're Happy and You Know It") and a sad song (e.g., a soft lullaby).
- Discuss with students how the rhythms and melodies make them feel.
- Encourage them to use words like "happy," "sad," "exciting," or "calm."

Step 3: Importance of Music

- Introduce a short discussion on why we listen to music (fun, relaxation, expressing feelings).
- Ask the class to give examples of when they listen to music, like during a party, while playing, or while relaxing.

Step 4: Enjoying Music Together

- Sing a song together as a class, encouraging all students to join in.
- Invite them to make up their own sounds or movements that fit the song's mood.

Conclusion (5 minutes):

- Summarize the key points learned: the different sounds around us, how songs make us feel, and the reasons we listen to them.
- Conduct a brief interactive activity: students can draw or make a pretend musical instrument representing their favorite sound.

- Preview the next session: "Next time, we will learn how to create our own songs and sounds!"

Extended Activities:

- Home Sound Hunt: Encourage students to listen for different sounds at home. They can make a list or draw pictures of the things they hear (like a dog barking, music playing, etc.).
- Musical Mood Drawing: After listening to different songs in class, ask students to draw what they feel when they listen to each song.
- Sound Story: Have students create a short story that includes sounds (like "I heard a bird singing" or "I walked on crunchy leaves") and share them with the class.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment
2. Outline dangers arising from water points
3. Appreciate water safety at home for life skills

Key Inquiry Questions:

- What water points can we find around our homes?
- What dangers can come from these water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Know More Movement Activities Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on safety at home.
- Guide learners to read a short, illustrated section from the learning resources about water points (like bathtubs, swimming pools, rivers, etc.).
- Discuss the importance of knowing about these points and general water safety.

Lesson Development (20 minutes):**Step 1: Identifying Water Points**

- Show images of different water points (e.g., pools, sinks, bathtubs, etc.).
- Ask students to name these points in their homes.
- Create a simple chart on the board with pictures and labels of water points.

Step 2: Discussing Dangers

- Talk about each water point and some dangers associated with them (e.g., slipping, drowning).
- Engage students with questions like, "What could happen if we run near the pool?"
- Have students share any experiences related to water safety.

Step 3: Exploring Safety Tips

- Introduce simple water safety tips (e.g., always have an adult nearby, no running near water).
- Role-play scenarios where students can practice saying these safety tips to each other.

Step 4: Creative Reflection

- Provide art materials (paper, crayons, etc.) for students to draw one water point and a safety tip beside it.
- Allow students to share their drawings with the class.

Conclusion (5 minutes):

- Summarize the key points: the types of water points we find at home and the dangers they present.
- Reinforce the main safety tips learned during the lesson.
- Prepare students for the next session by teasing upcoming topics, such as "What to do in an emergency near water."

Extended Activities:

- Safety Posters: Have students create posters about water safety that can be displayed around the school or home.
- Water Safety Songs: Encourage students to work in groups to come up with a short song or chant about water safety that they can perform for the class.
- Family Water Safety Walk: Suggest students take a walk with their families to identify water points in their neighborhood and discuss safety strategies with their family members.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub-Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment.
2. Outline dangers arising from water points.
3. Appreciate water safety at home for life skills.

Key Inquiry Questions:

- What water points can we find in our home and neighborhood?
- What dangers can arise from these water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Movement Activities for Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Begin the lesson by reviewing what students learned in the previous session about water and its importance.
- Using a picture book or a poster, discuss common water points (like bathtubs, swimming pools, sinks, and ponds).
- Encourage students to use their hands to share any experiences they have had with water points.

Lesson Development (20 minutes):**Step 1: Identification of Water Points**

- Have students share and draw pictures of water points they know about at home (e.g., toilet, bathtub, kitchen sink).
- Create a class chart listing all the identified water points. Ask students to help with spelling and writing.

Step 2: Discussing Dangers of Water Points

- Lead a discussion on possible dangers. Ask guiding questions: "What could happen if we aren't careful around these water points?"
- Examples may include slipping on wet floors, drowning in pools, or drowning in bathtubs.
- Encourage students to share personal stories or examples of what they know to relate Dangers to their experiences.

Step 3: Water Safety Tips

- Teach students safety rules when around water points, such as:
- Always have an adult around when swimming.
- Never run near water.
- Always drain water from the tub or pool after use.

Step 4: Creative Activity

- Allow students to draw a picture of a safe water point with safety rules illustrated in their pictures.
- Alternatively, they can create a safety poster together, using cut-outs from magazines or drawings.

Conclusion (5 minutes):

- Recap the key points discussed (identifying water points and understanding the dangers).
- Engage students in a quick interactive game: "Water Safety Simon Says," where you guide them to act out safety tips.
- Prepare learners for the next session by asking them to think of a water safety situation they can share.

Extended Activities:

- Water Safety Story Time: Ask students to write, draw, or tell a short story about a character who practices good water safety.
- Water Safety Role Play: Organize a mini-role play where students can act out safety measures when around water points.
- Family Water Safety Checklist: Encourage students to create a checklist with their parents about water safety at home, which they can bring back to share.

Teacher Self-Evaluation:

WEEK 6: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment.
2. Outline dangers arising from water points.
3. Appreciate water safety at home as a life skill.

Key Inquiry Questions:

- What different water points can we find around our homes?
- What dangers can arise from water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Movement Activities Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on safety around the house.
- Guide learners to read and discuss the relevant content from the learning resources.
- Ask them to share what they remember about safety.

Lesson Development (20 minutes):**Step 1: Identify Water Points**

- Activity: Use pictures or drawings of homes with various water points (e.g., sinks, bathtubs, outside taps).
- Task: Students will point out and name the water points they see.
- Discussion: Discuss where they have water in their own homes.

Step 2: Discuss Dangers

- Activity: In small groups, have students talk about what could happen if they are not careful around these water points.
- Task: Each group can list at least two dangers (for example, slipping, drowning).
- Share: Groups present their ideas to the class.

Step 3: Water Safety Rules

- Activity: Create a "Water Safety Rules" chart as a class.
- Task: Ask students what rules they think we should follow near water points.
- Examples: No running near the pool, always ask an adult for help.

Step 4: Create a Safety Poster

- Activity: Give students materials to draw a simple safety poster based on what they've learned.
- Task: They can include one water point and two safety rules they remember.

Conclusion (5 minutes):

- Review: Summarize key points: what water points are, what dangers they pose, and what safety rules to follow.
- Interactive Activity: Play a quick game of "Safety Simon Says," where students must act out following the water safety rules.
- Preview Next Lesson: Tell students that in the next session, they will learn how to be safe in and around swimming pools.

Extended Activities:

- Water Safety Coloring Book: Create a simple coloring book with water safety themes for students to complete at home.
- Family Safety Discussion: Assign students to talk about water safety with their families and report back on what they discussed.

Teacher Self-Evaluation:

WEEK 6: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment.
2. Outline dangers arising from water points.
3. Appreciate water safety at home for life skills.

Key Inquiry Question(s):

- What different water points are in our home environment?
- What dangers can arise from water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Movement Activities for Grade 1

Organisation of Learning:

Introduction (5 minutes):**1. Review the Previous Lesson:**

- Gather the students and ask them what they remember from the last class about water and safety.
- Encourage a few students to share their thoughts.

2. Group Discussion:

- Read together from the learning resources about water safety.
- Ask the students questions to ensure they understand the key concepts, such as “Where do we find water near our homes?”

Lesson Development (20 minutes):**Step 1: Identifying Water Points**

- Activity: Have students draw a simple map of their home and identify where they have water (e.g., kitchen sink, bathtub, swimming pool).
- Discussion: Ask each student to share one water point from their map with the class.

Step 2: Discussing Dangers

- Activity: Present pictures or real items that represent potential dangers (e.g., a toy left near a pool, too much water on the floor).
- Discussion: Engage students in a conversation about what could happen if someone is not careful around these water points. Encourage children to share stories or examples.

Step 3: Water Safety Rules

- Introduce simple water safety rules (e.g., “Always ask an adult before going swimming”).
- Create a class poster with dibujos representing this safety information.

Step 4: Role-Playing

- Turn to a fun role-play where groups of students act out safe and unsafe behaviors around water.
- Allow them to perform in front of the class and discuss what they did right or what they could improve.

Conclusion (5 minutes):

- Summarize Key Points: Review what was learned today about where water is found and what dangers are present.

- Interactive Activity: Play a quick game where students stand up or sit down based on whether a statement about water safety is true or false (e.g., “You should run by the pool” – FALSE).
- Preparation for Next Session: Tell the students that next time, they will be learning about how to stay safe in the water and some fun activities we can do around water.

Extended Activities:

- Water Safety Poster: Ask students to create their own personal water safety poster to put up at home. Encourage them to include drawings and safety rules.
- Family Water Safety Discussion: Invite students to talk to their families about what they learned in class and together discuss ways to be safe around water in their home.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment.
2. Outline dangers arising from water points.
3. Appreciate water safety at home for life skills.

Key Inquiry Questions:

- What different water points are there around our homes?
- What dangers can arise from these water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Know More Movement Activities Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on safety rules.
- Show pictures or examples from the learning resources and guide learners to read aloud. Facilitate a discussion to emphasize key water safety concepts.

Lesson Development (20 minutes):**Step 1: Identify Water Points**

- Have students name different water points they have seen at home, like sinks, bathtubs, pools, or outside hoses.
- Create a large poster with drawings of each water point. Each child can draw their own water point on a sticky note and add it to the poster.

Step 2: Discuss Dangers

- Discuss the potential dangers associated with each water point (e.g., slipping on wet floors, drowning in pools, or injury from a faucet).
- Utilize a "danger chart" where students can visually identify and color the dangers. For example, they can color a drawing of a swimming pool with warning signs.

Step 3: Discuss Safety

- Introduce simple safety rules related to each water point (e.g., always ask for help when near deep water, never run around slippery surfaces).
- Role-play scenarios where one student acts out a safety rule and the rest guess which rule it is.

Step 4: Create a Safety Poster

- Have groups create a "Water Safety Poster" incorporating drawings or simple sentences about safety rules they discussed.
- Display the posters around the classroom to remind everyone of water safety.

Conclusion (5 minutes):

- Summarize the key points: identifying water points, discussing dangers, and learning safety rules.
- Conduct a brief interactive quiz using thumbs up/thumbs down for students to respond whether something is a safety rule or not.
- Preview the next lesson by asking them to think about other safety topics at home.

Extended Activities:

- Water Safety Storytime: Read a picture book about water safety and discuss it afterward.
- Home Water Hunt: Encourage students to take a home water safety checklist and observe water points at home with a parent and share their findings in the next class.
- Art Project: Create safety-themed art using recycled materials to represent safe and unsafe water behaviors.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different water points around the home environment.
2. Outline dangers arising from water points.
3. Appreciate water safety at home for life skills.

Key Inquiry Questions:

- What different water points are there around our homes?
- What dangers can arise from these water points?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Know More Movement Activities Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin with a quick review of the previous lesson on safety rules.
- Show pictures or examples from the learning resources and guide learners to read aloud. Facilitate a discussion to emphasize key water safety concepts.

Lesson Development (20 minutes):**Step 1: Identify Water Points**

- Have students name different water points they have seen at home, like sinks, bathtubs, pools, or outside hoses.
- Create a large poster with drawings of each water point. Each child can draw their own water point on a sticky note and add it to the poster.

Step 2: Discuss Dangers

- Discuss the potential dangers associated with each water point (e.g., slipping on wet floors, drowning in pools, or injury from a faucet).
- Utilize a "danger chart" where students can visually identify and color the dangers. For example, they can color a drawing of a swimming pool with warning signs.

Step 3: Discuss Safety

- Introduce simple safety rules related to each water point (e.g., always ask for help when near deep water, never run around slippery surfaces).
- Role-play scenarios where one student acts out a safety rule and the rest guess which rule it is.

Step 4: Create a Safety Poster

- Have groups create a "Water Safety Poster" incorporating drawings or simple sentences about safety rules they discussed.
- Display the posters around the classroom to remind everyone of water safety.

Conclusion (5 minutes):

- Summarize the key points: identifying water points, discussing dangers, and learning safety rules.
- Conduct a brief interactive quiz using thumbs up/thumbs down for students to respond whether something is a safety rule or not.
- Preview the next lesson by asking them to think about other safety topics at home.

Extended Activities:

- Water Safety Storytime: Read a picture book about water safety and discuss it afterward.
- Home Water Hunt: Encourage students to take a home water safety checklist and observe water points at home with a parent and share their findings in the next class.
- Art Project: Create safety-themed art using recycled materials to represent safe and unsafe water behaviors.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a montage of water points around the home environment.
2. Identify ways of applying safety around water points at home.
3. Appreciate water safety at home for life skills.

Key Inquiry Question(s)

- What pictures of water points can we collect to make a montage?
- What are some ways we can stay safe around water points?
- How can we share our montages with our classmates?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Know More Movement Activities Grade 1

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson focused on water and its importance.
- Guide learners in reading and discussing the importance of water safety from available learning resources.

Lesson Development (20 minutes):**Step 1: Collecting Pictures**

- Discuss various water points at home (e.g., sink, bathtub, pool).
- Invite students to share pictures or draw their own of these water points.

Step 2: Gathering Safety Tips

- Discuss safety rules around water points (e.g., no running near water, always have an adult present).
- Have students brainstorm and share ways to stay safe around these water points.

Step 3: Creating the Montage

- Provide materials (like paper and glue) for making the montage.
- Guide students to paste their collected pictures or drawings onto a larger sheet of paper to create a collage.

Step 4: Sharing the Montage

- Allow each student or group to share their montage with the class.
- Encourage classmates to ask questions and give compliments.

Conclusion (5 minutes):

- Summarize the key points learned about water points and safety.
- Conduct a brief interactive quiz: "What is one thing we should remember when near water?"
- Preview next session: Discussing the uses of water in daily life.

Extended Activities:

- Water Safety Role-Play: Students can take turns role-playing scenarios involving water safety rules and what to do in unsafe situations.
- Home Water Safety Checklist: Ask students to create a simple checklist of water safety rules to

take home and share with their families.

- Art Project: Create a “water safe or not safe” poster where students illustrate safe vs. unsafe behaviors around water points.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a montage of water points around the home environment.
2. Identify ways of applying safety around water points at home.
3. Appreciate water safety at home for life skills.

Key Inquiry Questions:

- What pictures can we collect of water points?
- How can we stay safe around water points?
- How can we show our montage to our friends?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Know More Movement Activities Grade 1

- Magazines, newspapers, or printed pictures of water points (like pools, bathtubs, sinks, etc.)
- Glue, scissors, and construction paper

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson about different water points we can find in our homes.
- Ask students to share any ideas about what they remember.
- Introduce the concept of water safety and explain that today they will make a montage to show how to stay safe around water.

Lesson Development (20 minutes):**Step 1: Collecting Pictures**

- Provide students with magazines or printed pictures.
- Guide them to find and cut out images of water points (like swimming pools, sinks, bathtubs, etc.).
- Encourage them to think about what water points they have at home and what they look like.

Step 2: Discussing Water Safety

- Engage students in a discussion about how to be safe around these water points. Examples could include:
 - Always ask an adult before swimming.
 - Never run around the pool.
 - Keep the bathroom door closed while bathing.
- Write down their safety ideas on the board as they share.

Step 3: Making the Montage

- Give each student a piece of construction paper.
- Instruct them to glue their collected pictures onto the paper to create a montage that represents water points.
- Remind them to add some of the safety ideas discussed earlier around their pictures.

Step 4: Sharing the Montage

- Ask students to pair up and share their montages with their partner.
- Encourage them to explain at least one water point and one safety tip to their partner.

Conclusion (5 minutes):

- Summarize the importance of understanding water points and staying safe, highlighting a few key safety tips mentioned during the lesson.
- Conduct a quick interactive activity, like a safety chant or song they can remember.
- Preview the next session, which will focus on learning about water activities and games.

Extended Activities:

- Water Safety Poster: Students can create a water safety poster at home illustrating one water point and two safety tips they've learned.
- Home Safety Walk: Encourage students to walk around their home with an adult to identify water points and discuss safety measures.
- Storytime: Read a story about water safety or an adventure involving water that reinforces themes of safety.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a montage of water points around the home environment.
2. Identify ways of applying safety around water points at home.
3. Appreciate water safety at home as a life skill.

Key Inquiry Questions:

- What pictures of water points can we collect to make a montage?
- How can we stay safe around water points at home?
- How can we present our montage to our classmates?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design

- Know More Movement Activities for Grade 1

Organisation of Learning:

Introduction (5 minutes):

- Begin the lesson with a quick review of the previous lesson on the importance of water.
- Hold a brief discussion about pictures of water points children have at home such as bathtubs, sinks, swimming pools, or ponds. Encourage students to think about why being safe around these areas is important.

Lesson Development (20 minutes):

Step 1: Collecting Pictures

- Instruct students to bring pictures from home showing various water points or use magazines.
- If possible, provide a few printed images of different water sources for those who may not have brought any.

Step 2: Discussing Safety

- Gather the students in small groups and guide them to discuss how to be safe around water.
- Provide prompts such as "What should we do if we see a puddle?" or "How do we ask for help if someone is in trouble in water?"

Step 3: Creating the Montage

- Provide each student with a large sheet of paper or cardboard.
- Instruct them to glue or paste their collected pictures onto their sheet to create a collage of water points.
- Ask them to add labels or safety tips next to each picture.

Step 4: Showcase the Montages

- Have students present their montages to the class.
- Encourage them to explain each picture and share one safety tip related to that water point.

Conclusion (5 minutes):

- Summarize the key points discussed in the lesson regarding water safety and presentations.
- Conduct an interactive activity like a quick game called "Water Safety Simon Says," where children follow safety commands related to water.
- Prepare learners for the next session by telling them they will explore more about water activities, asking them to think of more water points they may encounter outside the home.

Extended Activities:

- Water Safety Storytime: Ask students to create a short story featuring characters discussing water safety, which can be illustrated.
- Home Safety Check: Encourage learners to take a short tour with a parent/guardian to identify water points and discuss safety measures at home.
- Safety Poster: Have students create a poster that highlights one important water safety rule they learned.

Teacher Self-Evaluation:

WEEK 7: LESSON 6

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a montage of water points around the home environment.
2. Identify ways of applying safety around water points at home.
3. Appreciate water safety at home for life skills.

Key Inquiry Question(s):

- What are some water points we have around our homes?
- How can we stay safe around water points?
- How can we share our montage with our classmates?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Creativity and imagination	• Unity • Respect • Responsibility • Integrity	• Safety and Security • Health promotion

Learning Resources:

- Grade 1 Creative Activities Curriculum Design
- Pictures of water points (magazines, printouts, drawings)

Organisation of Learning:

Introduction (5 minutes):

- Review the Previous Lesson: Ask students to share one thing they learned about water safety in the last lesson.
- Discussion of Key Concepts: Introduce the topic of water points and their relevance in our daily lives. Read together a few points from the learning resources about why water safety is important.

Lesson Development (20 minutes):**Step 1: Collecting Pictures**

- Have students bring in pictures or drawings of water points (like sinks, bathtubs, swimming pools) they have found around their homes or in magazines.
- Encourage them to talk about where each water point is and why it is important to know about it.

Step 2: Creating the Montage

- Provide materials (paper, glue, scissors) for students to create their montages.
- Guide them to arrange their pictures creatively while ensuring they include important safety points around each water image they present.

Step 3: Discussing Water Safety

- As they create, engage students in a discussion about safety. Ask questions like: "What should we do when we are near the pool?" or "How can we keep little siblings safe around water?"
- Write the safety tips down on the board as they brainstorm.

Step 4: Showcasing the Montage

- Allow each student or group to present their montage to the class.
- Encourage positive feedback and ask them to share one safety tip they learned.

Conclusion (5 minutes):

- Summarize Key Points: Recap what they learned about water points and the safety measures they discussed.
- Interactive Activity: Play a quick game of "Water Safety Charades," where students act out safety tips.
- Preview Next Session: Introduce what they will learn next time, perhaps related to water activities in the community or first aid basics.

Extended Activities:

- Home Assignment: Have students take a family walk to observe water points in their neighborhood and take pictures to bring to the next class.
- Safety Poster: Create a safety poster campaign where students can share safety tips at home using drawings and small statements.
- Story Time: Read a children's book related to water safety and have a class discussion about it.

Teacher Self-Evaluation:

WEEK 7: LESSON 7

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	GRADE 1	CREATIVE ACTIVITIES			

Strand: Appreciation

Sub Strand: Water Safety Awareness

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Make a montage of water points around the home environment.
2. Identify ways of applying safety around water points at home.
3. Appreciate water safety at home for life skills.

Key Inquiry Question(s):

- What are some water points we have around our homes?
- How can we stay safe around water points?
- How can we share our montage with our classmates?

Core competencies	Values	PCIs
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Learning Resources:

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- Pictures of water points (magazines, printouts, drawings)

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- Encourage them to talk about where each water point is and why it is important to know about it.

Step 2: Creating the Montage

- Provide materials (paper, glue, scissors) for students to create their montages.
- Guide them to arrange their pictures creatively while ensuring they include important safety points around each water image they present.

Step 3: Discussing Water Safety

- As they create, engage students in a discussion about safety. Ask questions like: "What should we do when we are near the pool?" or "How can we keep little siblings safe around water?"
- Write the safety tips down on the board as they brainstorm.

Step 4: Showcasing the Montage

- Allow each student or group to present their montage to the class.
- Encourage positive feedback and ask them to share one safety tip they learned.

Conclusion (5 minutes):

- Summarize Key Points: Recap what they learned about water points and the safety measures they discussed.
- Interactive Activity: Play a quick game of "Water Safety Charades," where students act out safety tips.

- Preview Next Session: Introduce what they will learn next time, perhaps related to water activities in the community or first aid basics.

Extended Activities:

- Home Assignment: Have students take a family walk to observe water points in their neighborhood and take pictures to bring to the next class.
- Safety Poster: Create a safety poster campaign where students can share safety tips at home using drawings and small statements.
- Story Time: Read a children's book related to water safety and have a class discussion about it.

Teacher Self-Evaluation: