

Lesson Plan: Exploration of Sounds**SCHOOL:** Lukanga Primary**NAME OF TEACHER:** Bwalya Banda Lubasi**CLASS:** Grade 1 B**TOTAL ENROLMENT:** BOYS: 25, GIRLS: 20**TOTAL ATTENDANCE:** BOYS: 23, GIRLS: 19**SUBJECT:** Creative and Technology Studies (CTS)**TOPIC:** 1.6 Sounds**SUB-TOPIC:** 1.6.1 Exploration of Sounds**GENERAL COMPETENCES:**

- Critical Thinking: Make simple logical conclusions.
- Creativity and Innovation: Use imagination and creativity to solve problems.

SPECIFIC COMPETENCES:

1.6.1.1 Produce different sounds

RATIONALE:

This lesson introduces learners to the concept of sounds, helping them discover how sounds are made, their sources, and how they can be used for expression.

Through interactive activities, learners will enhance their listening skills, creativity, and ability to differentiate between natural and artificial sounds.

PRIOR KNOWLEDGE:

Learners may have heard and imitated various sounds in their environment, such as animal noises, vehicle sounds, or clapping.

REFERENCES:

- Zambia Primary School Creative and Technology Studies Syllabus
- CTS Teacher's Guide and Learner's Book Grade 1

LEARNING ENVIRONMENT:

- Natural (outdoor sounds)
- Artificial (classroom, man-made instruments)
- Technological (recorded sounds, if available)

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Plastic bottles, tins, sticks, stones
- Flashcards of sound sources
- Local instruments (drums, shakers)

EXPECTED STANDARD:

Different sounds produced accordingly.

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION (5 min)	Ask learners: "What sounds can you hear right now in the classroom or outside?" Encourage them to name sounds they hear at home or school.	Brainstorm and respond with examples (e.g., dog barking, car honking, clapping, wind).	Observe learner engagement and participation in brainstorming.
LESSON DEVELOPMENT (15 min)	Sound Scavenger Hunt: Guide learners outside or near windows to listen to sounds. Ask them to imitate	Task 1: Sound Scavenger Hunt: Listen to sounds, imitate them, and identify whether they are natural	Assess ability to identify and imitate sounds. Assess ability to use items and body parts to produce

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
	what they hear and identify if they are natural or artificial. Sound Creation: Divide learners into small groups. Provide items (sticks, tins, bottles) and guide them to create unique sounds using these items or body parts.	or artificial. Task 2: Sound Creation: In groups, create and present unique sounds using provided materials or body parts (clapping, hissing, whistling).	different sounds.
EXERCISE/ APPLICATION (5 min)	Call out or make a familiar sound (e.g., clapping, hissing, bird chirping). Ask each learner to create one unique sound using items or body parts.	Imitate the teacher's sound and create one unique sound using hands, mouth, or materials (e.g., tapping a desk, shaking a bottle with stones).	Assess ability to produce and imitate sounds using body or materials.
CONCLUSION (5 min)	Summarize key points: Sound is created by vibration. Sounds can be natural or artificial and made using body or objects.	Listen attentively and ask questions or share comments about sounds.	Evaluate understanding of sound concepts and their application in real-world situations. Suggest areas for improvement.

HOMEWORK:

Listen to at least three sounds at home (e.g., bird chirping, someone clapping, car honking) and draw the items or sources producing those sounds. Complete with help from parents/guardians.

LESSON EVALUATION:

Learners should actively participate in identifying, imitating, and creating sounds. Note any challenges in differentiating natural and artificial sounds for review in future lessons. Encourage shy learners to participate in group activities.

Lesson Plan: Practicing Simple Plays

SCHOOL: Lukanga Primary

NAME OF TEACHER: Bwalya Banda Lubasi

CLASS: Grade 1 B

TOTAL ENROLMENT: BOYS: 25, GIRLS: 20

TOTAL ATTENDANCE: BOYS: 23, GIRLS: 19

SUBJECT: Creative and Technology Studies (CTS)

TOPIC: 1.7 Drama

SUB-TOPIC: 1.7.1 Practicing Simple Plays

GENERAL COMPETENCES:

- Critical Thinking: Solve basic problems logically.
- Creativity and Innovation: Use imagination and creativity to solve problems.
- Collaboration: Participate in and express themselves through creative arts.
- Emotional Intelligence: Show sympathy and empathy; recognize personal emotions and those of others.

SPECIFIC COMPETENCES:

1.7.1.1 Practice simple plays

RATIONALE:

This lesson introduces learners to drama as a creative way to tell stories through role-playing. It fosters imagination, communication, and collaboration while building confidence and emotional awareness through acting out real-life scenarios.

PRIOR KNOWLEDGE:

Learners may have engaged in pretend play or imitated roles like teachers, doctors, or shopkeepers in their daily activities.

REFERENCES:

- Zambia Primary School Creative and Technology Studies Syllabus
- CTS Teacher's Guide and Learner's Book Grade 1

LEARNING ENVIRONMENT:

- Indoor or Outdoor (Natural/Artificial/Technological)

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Charts with roles (teacher, doctor, shopkeeper)
- Simple costumes or props (scarves, hats, toy stethoscope)
- Picture charts showing people doing different jobs
- Space for group performances

EXPECTED STANDARD:

Simple plays practiced accordingly.

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION (5 min)	Say: "Today, you get to be actors! Imagine you're a teacher, doctor, or shopkeeper. How would you act?" Perform a short role-play example (e.g., greeting as a shopkeeper).	Respond with ideas about how different roles act (e.g., a doctor checks patients).	Observe engagement and willingness to share ideas about roles.
LESSON DEVELOPMENT (15 min)	Role-Playing: Divide learners into small groups. Assign	Task 1: Role-Playing: In groups, act out	Assess use of appropriate vocabulary and

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
	each group a theme (e.g., market scene, classroom, hospital visit). Provide props and guide them to practice their roles.	assigned themes using props and imagination. Practice roles like doctor, teacher, or shopkeeper.	tone during role-play. Assess creative thinking in acting out scenes.
EXERCISE/ APPLICATION (5 min)	Ask each group to perform their short play in front of the class. Provide feedback on their performance.	Perform their group's play, using props and expressing emotions through acting.	Assess willingness to express feelings and emotions through drama. Assess coordination and spatial awareness during performance.
CONCLUSION (5 min)	Summarize: Drama helps us tell stories, express feelings, and understand others. Discuss how it felt to act like someone else.	Listen and share how they felt during role-playing (e.g., fun, shy).	Evaluate understanding of drama's purpose and application in expressing real-life situations. Suggest improvements.

HOMEWORK:

At home, pretend to be a shopkeeper or doctor and act out a short scene with family members. Share the experience in the next lesson.

LESSON EVALUATION:

Learners should demonstrate creativity and collaboration in role-playing. Note any difficulties in expressing emotions or coordinating in groups for further support in future lessons.

Lesson Plan: Customer Service and Cleaning

SCHOOL: Lukanga Primary

NAME OF TEACHER: Bwalya Banda Lubasi

CLASS: Grade 1 B

TOTAL ENROLMENT: BOYS: 25, GIRLS: 20

TOTAL ATTENDANCE: BOYS: 23, GIRLS: 19

SUBJECT: Creative and Technology Studies (CTS)

TOPIC: 1.8 Hospitality

SUB-TOPIC: 1.8.1 Customer Service, 1.8.2 Cleaning

GENERAL COMPETENCES:

- Emotional Intelligence: Handle guests appropriately.
- Communication: Use appropriate language (verbal and non-verbal) in different situations.
- Digital Literacy: Write, read, and send text messages; make and answer phone calls.

SPECIFIC COMPETENCES:

1.8.1.1 Perform customer service skills

1.8.2.1 Clean rooms using different items

RATIONALE:

This lesson teaches learners how to be kind, welcoming, and helpful to guests and maintain clean environments. Through role-playing and practical cleaning activities, learners develop communication, emotional intelligence, and practical skills for hospitality.

PRIOR KNOWLEDGE:

Learners may have experienced greetings or helped clean at home or school. They may be familiar with polite behaviors like saying "hello" or "thank you."

REFERENCES:

- Zambia Primary School Creative and Technology Studies Syllabus
- CTS Teacher's Guide and Learner's Book Grade 1

LEARNING ENVIRONMENT:

- Indoor or Outdoor (Natural/Artificial/Technological)

TEACHING AND LEARNING MATERIALS/RESOURCES:

- Flashcards with greetings and polite words
- Toy phone for role-playing
- Picture charts showing friendly behaviors
- Real cleaning items (broom, cloth, dustpan, water)
- A small space for practical cleaning

EXPECTED STANDARD:

Customer service skills performed confidently; rooms cleaned using different items correctly.

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION (5 min)	Say: "Imagine visiting a friend's house. How would you feel if they greeted you with a smile? Today, we'll learn to be kind to guests and keep rooms clean." Sing a greeting song.	Respond with ideas about greetings and cleanliness. Sing along with the greeting song.	Observe engagement and participation in discussing greetings and cleanliness.
LESSON DEVELOPMENT (15 min)	Customer Service: Guide learners to	Task 1: Customer	Assess ability to speak clearly and

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
min)	practice greetings in pairs (e.g., "Hello, welcome!"). Demonstrate answering a toy phone politely. Cleaning: Show cleaning items (broom, cloth) and demonstrate their use. Guide learners to clean a small area.	Service: Practice greetings (handshake, saying "welcome") and answering a toy phone politely. Task 2: Cleaning: Name cleaning items, sweep, wipe tables, and arrange furniture neatly.	use polite greetings. Assess understanding and correct use of cleaning tools.
EXERCISE/ APPLICATION (5 min)	Ask learners to role-play welcoming a guest and cleaning a small area (e.g., a desk). Provide feedback on politeness and cleaning techniques.	Perform a greeting role-play and clean a designated area using provided tools.	Assess confidence in performing customer service tasks and effective use of cleaning tools.
CONCLUSION (5 min)	Summarize: Hospitality involves being kind and keeping spaces clean. Discuss how it feels to help others.	Share experiences of greeting or cleaning, and listen attentively.	Evaluate understanding of hospitality concepts and suggest areas for improvement.

HOMEWORK:

Greet family members politely at home and help clean a small area (e.g., a table). Share experiences in the next lesson.

LESSON EVALUATION:

Learners should demonstrate polite greetings and proper use of cleaning tools. Note any challenges in communication or cleaning techniques for further practice in future lessons.