

ECE LEVEL 1 - CREATIVE AND TECHNOLOGY STUDIES (CTS) LESSON PLANS - TERM 1

LESSON PLAN 1

SCHOOL: _____

NAME OF TEACHER: _____

DATE: _____

CLASS: ECE Level 1

DURATION: _____

TIME: _____

TOTAL NO. OF PUPILS: _____

SUBJECT: Creative and Technology Studies (CTS)

TOPIC: 0.1.1 SAFETY

SUB-TOPIC: 0.1.1.1 Safety in the Environment

GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication

LESSON GOAL: To enable learners identify harmful objects in their environment

SPECIFIC COMPETENCES: 0.1.1.1.1 Practise safety in the environment

RATIONALE: In this lesson, learners will learn about identifying harmful objects in the environment using guided discovery and visual aids. It is expected that they will use this to recognize and avoid dangerous objects in their daily lives. This is the first lesson in the series of 4 lessons on this topic.

PRIOR KNOWLEDGE: Learners have basic understanding of their immediate environment and can identify common objects around them.

REFERENCES: ECE Syllabus pages 41-42

LEARNING ENVIRONMENT

- **Natural environment:** School compound, playground
- **Artificial environment:** Classroom setup with safe and unsafe object displays
- **Technological environment:** Safety pictorial charts

TEACHING AND LEARNING MATERIALS/RESOURCES: Safety pictorial charts, sorting cards (safe/unsafe), real objects (safe items like soft toys, books; pictures of unsafe items like sharp objects, chemicals)

EXPECTED STANDARD: Safety in the environment practised correctly

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	<ul style="list-style-type: none">• Greets learners warmly• Sings a safety song with actions• Shows a picture of a safe classroom• Asks: "What do you see in this picture?"	<ul style="list-style-type: none">• Respond to greetings• Sing along with teacher• Observe the picture• Share what they see	<ul style="list-style-type: none">• Engagement in singing• Ability to describe what they observe
LESSON DEVELOPMENT			
Step 1 (5 mins)	<ul style="list-style-type: none">• Displays various pictures of objects (safe and unsafe)• Points to each object and	<ul style="list-style-type: none">• Look at the pictures• Respond to	<ul style="list-style-type: none">• Correct identification of at least 3 objects

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	asks: "Is this safe or not safe?" • Explains why some objects are harmful	questions • Listen to explanations • Ask questions	• Participation in discussion
Step 2 (5 mins)	• Takes learners on a safety walk around the classroom • Points out safe areas and potentially harmful objects • Demonstrates safe ways to move around	• Walk with teacher • Point out objects they notice • Practice safe movements • Ask questions about objects	• Active participation in walk • Identification of 2-3 objects • Following safety instructions
Step 3 (5 mins)	• Distributes sorting cards with pictures • Demonstrates sorting one card into "safe" or "unsafe" pile • Guides learners in sorting activity	• Receive sorting cards • Watch demonstration • Sort cards into appropriate piles • Work in pairs	• Correct sorting of at least 4 out of 6 cards • Cooperation with partner
EXERCISE/ ASSESSMENT (5 mins)	• Places mixed objects on table • Asks individual learners to pick one safe object • Provides positive feedback	• Take turns picking safe objects • Explain why object is safe • Listen to peers	• Correct selection of safe objects • Simple verbal explanation
HOMEWORK (2 mins)	• Asks learners to tell parents about 2 safe and 2 unsafe objects they learned about today	• Listen to homework instruction • Ask questions if unclear	• Understanding of homework task
CONCLUSION (3 mins)	• Reviews key points: "What did we learn today?" • Sings safety song again • Praises learners for participation	• Answer review questions • Sing along • Celebrate their learning	• Ability to recall at least 2 key points

LESSON EVALUATION:

Challenges:

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Teacher's response:

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LESSON PLAN 2

SCHOOL: _____

NAME OF TEACHER: _____

DATE: _____

CLASS: ECE Level 1

DURATION: _____

TIME: _____

TOTAL NO. OF PUPILS: _____

SUBJECT: Creative and Technology Studies (CTS)

TOPIC: 0.1.1 SAFETY

SUB-TOPIC: 0.1.1.1 Safety in the Environment

GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication

LESSON GOAL: To enable learners practice tidying up their environment safely

SPECIFIC COMPETENCES: 0.1.1.1.1 Practise safety in the environment

RATIONALE: In this lesson, learners will learn about tidying up their environment using demonstration and hands-on practice. It is expected that they will use this to maintain clean and safe spaces at school and home. This is the second lesson in the series of 4 lessons on this topic.

PRIOR KNOWLEDGE: Learners can identify harmful objects and understand basic concepts of safety.

REFERENCES: ECE Syllabus pages 41-42

LEARNING ENVIRONMENT

- **Natural environment:** Playground, outdoor cleaning areas
- **Artificial environment:** Classroom, bathrooms, toilets
- **Technological environment:** Visual instruction charts

TEACHING AND LEARNING MATERIALS/RESOURCES: Child-safe brooms, dustpans, small bins, cleanup tools, step-by-step cleanup charts, gloves

EXPECTED STANDARD: Safety in the environment practised correctly

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (5 mins)	<ul style="list-style-type: none">• Shows pictures of messy and tidy rooms• Asks: "Which room is safe to play in?"• Introduces the cleanup song	<ul style="list-style-type: none">• Observe pictures• Share their opinions• Learn the cleanup song	<ul style="list-style-type: none">• Ability to distinguish between tidy and messy spaces• Engagement in song
LESSON DEVELOPMENT			
Step 1 (5 mins)	<ul style="list-style-type: none">• Demonstrates proper way to pick up items from floor• Shows how to use small broom safely• Explains why we tidy up	<ul style="list-style-type: none">• Watch demonstration carefully• Ask questions• Practice picking up motions in the air	<ul style="list-style-type: none">• Attention during demonstration• Correct mimicking of actions
Step 2 (8 mins)	<ul style="list-style-type: none">• Divides class into small groups	<ul style="list-style-type: none">• Work in assigned groups	<ul style="list-style-type: none">• Participation in group work

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	<ul style="list-style-type: none"> • Assigns each group a small area to clean • Supervises and guides cleanup activity • Praises good effort 	<ul style="list-style-type: none"> • Take turns using cleanup tools • Tidy assigned area • Cooperate with team members 	<ul style="list-style-type: none"> • Safe handling of tools • Cooperation with peers
Step 3 (5 mins)	<ul style="list-style-type: none"> • Leads cleanup of bathroom/toilet area • Demonstrates proper disposal of waste • Shows where items belong 	<ul style="list-style-type: none"> • Follow teacher to bathroom • Observe proper procedures • Practice under supervision 	<ul style="list-style-type: none"> • Following instructions • Understanding of proper disposal
EXERCISE/ ASSESSMENT (5 mins)	<ul style="list-style-type: none"> • Intentionally places some items on floor • Asks volunteers to demonstrate tidying up • Observes technique and safety 	<ul style="list-style-type: none"> • Volunteers demonstrate • Others watch and learn • Provide peer feedback 	<ul style="list-style-type: none"> • Correct tidying technique • Safe use of tools • Completion of task
HOMEWORK (1 min)	<ul style="list-style-type: none"> • Asks learners to help tidy their room at home 	<ul style="list-style-type: none"> • Listen to homework • Share one thing they will tidy 	<ul style="list-style-type: none"> • Understanding of homework
CONCLUSION (1 min)	<ul style="list-style-type: none"> • Reviews: "What did we practice today?" • Sings cleanup song together 	<ul style="list-style-type: none"> • Answer questions • Sing along enthusiastically 	<ul style="list-style-type: none"> • Recall of key activities

LESSON EVALUATION:

Challenges:

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Teacher's

response:

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LESSON PLAN 3

SCHOOL: _____

NAME OF TEACHER: _____

DATE: _____

CLASS: ECE Level 1

DURATION: _____

TIME: _____

TOTAL NO. OF PUPILS: _____

SUBJECT: Creative and Technology Studies (CTS)

TOPIC: 0.1.1 SAFETY

SUB-TOPIC: 0.1.1.1 Safety in the Environment

GENERAL COMPETENCE(S): Critical thinking, Collaboration, Creativity, Innovation, and Communication

LESSON GOAL: To enable learners understand and practice wearing personal protective attire

SPECIFIC COMPETENCES: 0.1.1.1.1 Practise safety in the environment

RATIONALE: In this lesson, learners will learn about wearing personal protective attire using role-play and demonstration. It is expected that they will use this to protect themselves during work and play activities. This is the third lesson in the series of 4 lessons on this topic.

PRIOR KNOWLEDGE: Learners can identify harmful objects and practice basic cleanup activities.

REFERENCES: ECE Syllabus pages 41-42

LEARNING ENVIRONMENT

- **Natural environment:** Outdoor play areas
- **Artificial environment:** Dramatic play area in classroom
- **Technological environment:** Safety pictorial charts showing protective gear

TEACHING AND LEARNING MATERIALS/RESOURCES: Child-safe gloves, aprons, simple masks, protective eyewear (toy), dress-up area, safety posters, first aid kit (for demonstration)

EXPECTED STANDARD: Safety in the environment practised correctly

LESSON PROGRESSION:

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
INTRODUCTION (4 mins)	<ul style="list-style-type: none">• Shows picture of doctor, chef, cleaner wearing protective gear• Asks: "What are they wearing?"• Explains that special clothes keep us safe	<ul style="list-style-type: none">• Look at pictures• Identify items in pictures• Listen to explanation	<ul style="list-style-type: none">• Recognition of protective items• Interest in topic
LESSON DEVELOPMENT			
Step 1 (5 mins)	<ul style="list-style-type: none">• Displays various protective items (gloves, apron)• Explains when and why we wear each item• Demonstrates putting	<ul style="list-style-type: none">• Observe different items• Listen to explanations• Watch demonstration	<ul style="list-style-type: none">• Attention to demonstration• Asking relevant questions

STAGES	TEACHER'S ROLE	LEARNERS' ROLE	ASSESSMENT CRITERIA
	on gloves properly	• Ask questions	
Step 2 (8 mins)	<ul style="list-style-type: none"> • Distributes protective gear to groups • Guides learners to practice wearing items • Helps learners adjust items correctly • Takes photos of learners in gear 	<ul style="list-style-type: none"> • Receive protective items • Practice putting on gear • Help each other • Pose for photos 	<ul style="list-style-type: none"> • Successful wearing of gear • Peer assistance • Enjoyment of activity
Step 3 (6 mins)	<ul style="list-style-type: none"> • Sets up role-play scenarios (cleaning, gardening, painting) • Assigns roles to learners • Guides role-play emphasizing protective gear use 	<ul style="list-style-type: none"> • Participate in role-play • Wear appropriate gear for activity • Act out scenarios • Watch peers perform 	<ul style="list-style-type: none"> • Correct gear selection • Active participation • Following safety procedures
EXERCISE/ ASSESSMENT (5 mins)	<ul style="list-style-type: none"> • Shows pictures of different activities • Asks: "What should we wear for this activity?" • Provides feedback on responses 	<ul style="list-style-type: none"> • Look at activity pictures • Identify appropriate gear • Take turns answering • Listen to corrections 	<ul style="list-style-type: none"> • Matching of 3-4 activities with correct gear • Verbal explanation ability
HOMEWORK (1 min)	<ul style="list-style-type: none"> • Asks learners to observe what protective items family members wear at work 	<ul style="list-style-type: none"> • Listen to homework • Ask clarifying questions 	<ul style="list-style-type: none"> • Understanding of task
CONCLUSION (1 min)	<ul style="list-style-type: none"> • Reviews: "Why do we wear protective gear?" • Praises learners' participation 	<ul style="list-style-type: none"> • Answer question • Share what they enjoyed 	<ul style="list-style-type: none"> • Understanding of purpose • Enthusiasm for learning

LESSON EVALUATION:

Challenges:

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Teacher's

response:

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