Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Safety
Subtopic: Safety in the Environment
General Competence:
a) Collaboration: Learners will work in pairs or small groups to identify safety hazards in the environment and discuss ways to stay safe.
b) Creativity and Innovation: Learners will create drawings or posters showing safe practices in their homes, school, and community.
c) Critical Thinking: Learners will analyze different environmental situations, identify potential dangers, and suggest safety measures.

Specific Competence:
Learners will be able to identify common hazards in the environment and demonstrate knowledge of how to stay safe at home, school, and in the community.

Rationale:
Teaching safety in the environment equips learners with knowledge to prevent accidents, promotes responsibility, and fosters a safe learning and living environment. Early awareness helps learners develop habits that protect themselves and others.

Prior Knowledge:

Learners can recognize common objects in their environment.

Learners can follow basic safety instructions from adults.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared flashcards, posters, and pictures of safe and unsafe situations

Learning Environment Set-Up:

Learners seated in small groups for discussion and activities.

Visual aids: pictures and posters of safe and unsafe practices in the environment.

Space on the board for drawing hazards and safety measures.

Expected Standard:

Learners identify at least 3 hazards in their environment.

Learners explain at least 3 safety measures to prevent accidents.

Learners demonstrate understanding of safe behavior at home, school, and in the community.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds)

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Safety in the Environment". 2. Teacher asks learners: "What are some things in our surroundings that can hurt us?" 3. Teacher shows pictures of safe and unsafe environments (e.g., wet floors,	. Learner's Role: Listen attentively and answer questions. Share experiences about safety at home, school, or the community. Participate in group discussions and activities	**Assessment Criteria:** Learners can identify hazards in their environment. Learners explain safety measures using simple sentences. Learners participate actively in discussions and activities.

	broken playground equipment, busy roads). Teacher's Role: Introduce vocabulary related to safety (e.g., hazard, danger, safe, precaution). Model how to identify hazards and explain safety measures. Guide learners in discussions and activities, providing feedback.		**Assessment Criteria:** Learners can identify hazards in their environment. Learners explain safety measures using simple sentences. Learners participate actively in discussions and activities.
LESSON DEVELOPMENT	**Development/ Exploration:** Teacher shows more images of hazards	Learner's Role: Listen attentively and answer	**Assessment Criteria:** Learners can

	(e.g., sharp objects, electrical outlets, slippery surfaces) and asks learners to identify them. Learners work in pairs to discuss ways to stay safe in each situation. Teacher introduces simple rules for safety: “Do not touch sharp objects,” “Look both ways before crossing the road,” “Keep the floor clean and dry.”	questions. Share experiences about safety at home, school, or the community. Participate in group discussions and activities	identify hazards in their environment. Learners explain safety measures using simple sentences. Learners participate actively in discussions and activities. **Assessment Criteria:** Learners can identify hazards in their environment. Learners explain safety measures using simple sentences.

			Learners participate actively in discussions and activities.
EXERCISE/ APPLICATION	**Application/Task:** Learners draw a poster showing safe practices at home, school, or community. Learners present their posters to the class and explain the safety measures depicted. Peer feedback is encouraged to reinforce understanding of safety practices.	Learner's Role: Listen attentively and answer questions. Share experiences about safety at home, school, or the community. Participate in group discussions and activities	**Assessment Criteria:** Learners can identify hazards in their environment. Learners explain safety measures using simple sentences. Learners participate actively in discussions and activities.

CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____

Name of School: _____

Grade: 1

Term: 1

Year: 2026

Total Enrollment: Boys: _____ Girls: _____

Subject: Creative and Technology Studies

Topic: Safety

Subtopic: Body Posture

General Competence:

a) Collaboration: Learners will work in pairs or small groups to demonstrate correct and incorrect body postures.
b) Creativity and Innovation: Learners will create posters or drawings showing proper body posture in different activities.
c) Critical Thinking: Learners will identify poor posture habits and suggest ways to improve them for health and safety.

Specific Competence:
Learners will be able to demonstrate correct body posture when sitting, standing, and carrying objects to prevent injuries and promote good health.

Rationale:
Teaching correct body posture helps learners prevent back, neck, and joint problems. It promotes safety, physical well-being, and awareness of how to use their body safely in daily activities at school, home, and the community.

Prior Knowledge:

Learners can follow instructions for simple movements.

Learners know how to sit, stand, and carry objects in daily life.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared flashcards, posters, and demonstration tools

Learning Environment Set-Up:

Open space in the classroom or playground for learners to practice posture exercises.

Visual aids: posters showing correct and incorrect body postures.

Space on the board to write key points about body posture.

Expected Standard:

Learners demonstrate correct sitting, standing, and carrying posture.

Learners explain why correct posture is important.

Learners identify at least one common posture mistake and how to correct it.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and	Learner's Role: Listen attentively and observe the	Assessment Criteria: Learners

	introduces the topic: “Body Posture and Safety”. 2. Teacher asks learners: “Why do you think it is important to sit, stand, and carry things correctly?” 3. Teacher models correct and incorrect postures while explaining their effects on the body. Teacher’s Role: Demonstrate correct body posture for sitting, standing, and carrying objects. Explain why proper posture prevents injuries and promotes health.	teacher’s demonstration. Practice correct and incorrect postures as guided. Share ideas about posture habits at home and school.	demonstrate correct posture while sitting, standing, and carrying objects. Learners explain in simple sentences why correct posture is important. Learners actively participate in practical demonstrations.

	Monitor learners and provide feedback on their posture.		
LESSON DEVELOPMENT	**Development/ Exploration:** Teacher shows posters with correct and incorrect posture examples. Learners practice sitting upright on chairs, standing straight, and lifting objects safely in pairs or small groups. Teacher asks learners to identify posture mistakes and suggest corrections.	Learner's Role: Listen attentively and observe the teacher's demonstration. Practice correct and incorrect postures as guided. Share ideas about posture habits at home and school.	Assessment Criteria: Learners demonstrate correct posture while sitting, standing, and carrying objects. Learners explain in simple sentences why correct posture is important. Learners actively participate in practical demonstrations.
EXERCISE/ APPLICATION	**Application/Task:** Learners draw a	Practice correct and incorrect postures as	Assessment Criteria:

	poster showing correct body posture in one of the activities (sitting, standing, or lifting objects). Learners present their posters to the class and explain how to maintain correct posture. Peer feedback is encouraged to reinforce understanding of proper posture.	guided. Share ideas about posture habits at home and school.	Learners demonstrate correct posture while sitting, standing, and carrying objects. Learners explain in simple sentences why correct posture is important. Learners actively participate in practical demonstrations.
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Drawing and Coloring
Subtopic: Freehand Sketching

General Competence:
a) Collaboration: Learners will work in pairs or small groups to share ideas and sketch together.
b) Creativity and Innovation: Learners will create original drawings using freehand sketching techniques.
c) Critical Thinking: Learners will observe objects or images and decide how to represent them creatively through sketches.

Specific Competence:

Learners will be able to draw simple objects, shapes, and patterns using freehand sketching and apply coloring to enhance their artwork.

Rationale:
Freehand sketching develops hand-eye coordination, fine motor skills, creativity, and imagination. It encourages learners to express themselves visually and builds confidence in using art as a form of communication.

Prior Knowledge:

Learners can hold and control pencils or crayons.

Learners can identify basic shapes and colors.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared examples of simple freehand sketches and coloring patterns

Learning Environment Set-Up:

Learners seated in groups with individual drawing papers, pencils, erasers, and crayons.

Visual aids: sample drawings or images to inspire sketches.

Space on the board for teacher demonstrations of freehand sketching techniques.

Expected Standard:

Learners can draw simple objects or shapes using freehand techniques.

Learners apply colors neatly to their sketches.

Learners show creativity and attempt original designs.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Freehand Sketching". 2. Teacher shows	Learner's Role: Observe the teacher's demonstration carefully. Practice drawing simple objects using freehand	Assessment Criteria: Learners draw objects with recognizable shapes and outlines. Learners apply

	examples of simple sketches (e.g., house, tree, flower) and explains the steps. 3. Teacher demonstrates sketching a simple object on the board.	sketching. Participate in group discussions about what to draw and how to color.	colors neatly within their sketches. Learners demonstrate creativity and effort in their work
LESSON DEVELOPMENT	Development/ Exploration: Teacher provides learners with objects or images to observe and sketch. Learners practice sketching the objects individually or in pairs. Teacher circulates around the class to provide support and encouragement.	Teacher's Role: Demonstrate freehand sketching techniques step by step. Provide guidance and feedback while learners practice. Encourage learners to be creative and explore colors.	Assessment Criteria: Learners draw objects with recognizable shapes and outlines. Learners apply colors neatly within their sketches. Learners demonstrate creativity and effort in their

			work
EXERCISE/ APPLICATIO N	Application/Task: Learners complete a freehand sketch of an object of their choice and color it using crayons or colored pencils. Learners present their artwork to the class and describe what they drew. Peer feedback is encouraged to appreciate creativity and effort.		Assessment Criteria: Learners draw objects with recognizable shapes and outlines. Learners apply colors neatly within their sketches. Learners demonstrate creativity and effort in their work
CONCLUSION			

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____

Name of School: _____

Grade: 1

Term: 1

Year: 2026

Total Enrollment: Boys: _____ Girls: _____

Subject: Creative and Technology Studies

Topic: Drawing and Coloring

Subtopic: Free Drawings

General Competence:

a) Collaboration: Learners will work in pairs or small groups to share ideas and inspire each other while drawing freely.

b) Creativity and Innovation: Learners will use their imagination to create original drawings and express their ideas visually.

c) Critical Thinking: Learners will plan and decide what to draw, how to represent objects or ideas, and how to use colors effectively.

Specific Competence:
Learners will be able to create original free drawings using pencils, crayons, or colored pencils, demonstrating imagination, creativity, and control of basic drawing tools.

Rationale:
Free drawing helps develop learners' creativity, fine motor skills, hand-eye coordination, and self-expression. It allows learners to communicate ideas visually, boosts confidence, and encourages independent thinking.

Prior Knowledge:

Learners can hold and control pencils, crayons, or coloring tools.

Learners can draw basic shapes and color within boundaries.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared examples of simple drawings for inspiration

Learning Environment Set-Up:

Learners seated with drawing papers, pencils, erasers, and coloring tools.

Open space for displaying learners' drawings.

Visual aids: sample free drawings or images for inspiration.

Expected Standard:

Learners can create a complete free drawing using imagination and basic shapes.

Learners apply colors neatly and appropriately.

Learners demonstrate creativity and originality in their artwork.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Free Drawings".	Learner's Role: Listen attentively to instructions. Think creatively about what to draw.	Assessment Criteria: Learners complete a free drawing showing effort and creativity.

	2. Teacher shows examples of free drawings and explains that learners can draw anything they like. 3. Teacher encourages learners to think about objects, people, animals, or scenes they want to draw.	Participate in sharing and discussing their drawings with peers	Learners use colors neatly and appropriately. Learners can explain their drawing using simple sentences.
LESSON DEVELOPMENT	Development/ Exploration: Teacher encourages learners to begin their free drawings using pencils. Learners draw independently or in pairs, sharing ideas if needed. Teacher observes and guides learners,	Teacher's Role: Guide learners on how to start a drawing and plan space on the paper. Encourage creativity and originality. Provide feedback and support	Assessment Criteria: Learners complete a free drawing showing effort and creativity. Learners use colors neatly and appropriately. Learners can explain their

	helping with techniques like drawing shapes, outlining, or coloring neatly.	during the drawing activity.	drawing using simple sentences.
EXERCISE/ APPLICATION	Application/Task: Learners complete their free drawings and color them using crayons or colored pencils. Learners present their drawings to the class and describe what they have drawn. Peer feedback is encouraged to appreciate creativity and effort.	Teacher's Role: Guide learners on how to start a drawing and plan space on the paper. Encourage creativity and originality. Provide feedback and support during the drawing activity.	Assessment Criteria: Learners complete a free drawing showing effort and creativity. Learners use colors neatly and appropriately. Learners can explain their drawing using simple sentences.
CONCLUSION			

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____

Name of School: _____

Grade: 1

Term: 1

Year: 2026

Total Enrollment: Boys: _____ Girls: _____

Subject: Creative and Technology Studies

Topic: Tools and Equipment

Subtopic: Hand Tools

General Competence:

a) Collaboration: Learners will work in pairs or small groups to identify and discuss different hand tools.
b) Creativity and Innovation: Learners will draw and label hand tools or create simple models of tools using safe materials.
c) Critical Thinking: Learners will identify the purpose of different hand tools and select appropriate tools for specific tasks.

Specific Competence:
Learners will be able to identify common hand tools, describe their uses, and demonstrate basic safe handling techniques.

Rationale:
Teaching about hand tools develops learners' understanding of everyday equipment, promotes safety awareness, and introduces basic technical knowledge necessary for practical life skills and creative activities.

Prior Knowledge:

Learners can identify common objects in their environment.

Learners can follow basic instructions and understand the concept of "use" for different objects.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared flashcards, pictures, and real or model hand tools

Learning Environment Set-Up:

Learners seated in groups for discussion.

Display of real or model hand tools (e.g., hammer, screwdriver, spanner, saw).

Space on the board for labeling tools and drawing illustrations.

Expected Standard:

Learners can name at least 5 hand tools.

Learners explain the purpose of each tool using simple sentences.

Learners demonstrate basic safe handling of tools under supervision.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets	Learner's Role: Observe the	 Assessment

	learners and introduces the topic: “Hand Tools and Their Uses”. 2. Teacher shows pictures or real examples of hand tools and asks learners if they have seen or used them at home or school. 3. Teacher explains the importance of tools and demonstrates proper handling techniques. Teacher’s Role: Introduce and name different hand tools. Demonstrate safe handling and usage of each tool.	teacher’s demonstration. Identify tools by name and describe their use. Participate in group discussions and activities.	Criteria: Learners correctly identify and name at least 5 hand tools. Learners explain the use of each tool using simple sentences. Learners demonstrate safe handling practices.

	Ask questions to engage learners and provide feedback on answers		
LESSON DEVELOPMENT	Development/ Exploration: Teacher allows learners to handle safe hand tools or models under supervision. Learners discuss in pairs what each tool is used for. Teacher asks learners to sort tools according to use (e.g., cutting, hammering, screwing).	Learner's Role: Observe the teacher's demonstration. Identify tools by name and describe their use. Participate in group discussions and activities.	Assessment Criteria: Learners correctly identify and name at least 5 hand tools. Learners explain the use of each tool using simple sentences. Learners demonstrate safe handling practices.
EXERCISE/ APPLICATION	Application/Task: Learners draw 2–3	Learner's Role: Observe the	Assessment

	hand tools and label them. Learners describe how they would use each tool safely. Learners can create a simple class display or poster showing tools and their uses.	teacher's demonstration. Identify tools by name and describe their use. Participate in group discussions and activities.	Criteria: Learners correctly identify and name at least 5 hand tools. Learners explain the use of each tool using simple sentences. Learners demonstrate safe handling practices.
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Materials
Subtopic: Sources of Materials Used to Make Things

General Competence:
a) Collaboration: Learners will work in pairs or groups to identify materials used to make everyday objects.
b) Creativity and Innovation: Learners will create simple drawings or models showing materials and their sources.
c) Critical Thinking: Learners will classify materials according to their sources (natural or man-made) and discuss why certain materials are used for specific purposes.

Specific Competence:
Learners will be able to identify different materials, explain where they come from, and understand their use in making everyday objects.

Rationale:
Understanding the sources of materials helps learners appreciate natural and man-made resources, fosters responsible use of materials, and develops foundational knowledge for creative and technological activities.

Prior Knowledge:

Learners can identify common objects around them.

Learners know basic material types like wood, metal, clay, and plastic.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared flashcards, pictures, and real objects made from various materials

Learning Environment Set-Up:

Learners seated in pairs or small groups for discussion.

Visual aids: flashcards, posters, and real objects made from different materials (e.g., wooden chair, metal spoon, plastic bottle).

Space on the board to categorize materials by source.

Expected Standard:

Learners identify at least 5 materials and their sources.

Learners explain the use of materials in making objects.

Learners can classify materials as natural or man-made.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Sources of Materials Used to Make Things".	Learner's Role: Observe and respond to questions. Identify materials in objects shown.	Assessment Criteria: Learners can name materials used in everyday objects.

	2. Teacher shows various objects and asks: “What is this made of?” and “Where does this material come from?” 3. Teacher explains that materials can come from nature (natural) or be made by humans (man-made).	Participate in group discussions to classify materials.	Learners explain where each material comes from. Learners participate actively in classifying materials.
LESSON DEVELOPMENT	Development/ Exploration: Teacher displays more objects or pictures and asks learners to identify the materials. Learners discuss in pairs which materials are natural and which	**Teacher’s Role:** Introduce vocabulary related to materials (wood, metal, clay, plastic, cotton). Show examples of objects and	Assessment Criteria: Learners can name materials used in everyday objects. Learners explain where each

	are man-made. Teacher reinforces understanding by asking learners to give examples of other materials from home or school.	explain their materials and sources. Guide learners in classifying materials as natural or man-made.	material comes from. Learners participate actively in classifying materials.
EXERCISE/ APPLICATION	Application/Task: Learners draw a few objects and label the materials used to make them. Learners classify the materials in their drawings as natural or man-made. Learners present their drawings to the class and explain the sources of the materials	**Teacher's Role:** Introduce vocabulary related to materials (wood, metal, clay, plastic, cotton). Show examples of objects and explain their materials and sources. Guide learners in classifying materials as natural or man-made.	Assessment Criteria: Learners can name materials used in everyday objects. Learners explain where each material comes from. Learners participate actively in classifying materials.

CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Patterns
Subtopic: Simple Patterns

General Competence:
a) Collaboration: Learners will work in pairs or small groups to create and complete simple patterns.
b) Creativity and Innovation: Learners will design their own patterns using shapes, colors, or objects.
c) Critical Thinking: Learners will identify, analyze, and extend patterns logically.

Specific Competence:
Learners will be able to recognize, create, and extend simple patterns using shapes, colors, or objects.

Rationale:

Learning patterns develops observation skills, logical thinking, and creativity. It helps learners understand sequences and prepares them for mathematical concepts and design activities.

Prior Knowledge:

Learners can identify basic shapes and colors.

Learners can arrange objects in simple sequences.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared pattern cards, flashcards, and real objects for patterning activities

Learning Environment Set-Up:

Learners seated in pairs or small groups with drawing papers, crayons, and objects for making patterns.

Visual aids: sample patterns using shapes and colors displayed on the board or charts.

Space for learners to display their patterns on the classroom wall.

Expected Standard:

Learners can identify and describe simple patterns.

Learners can create a pattern and extend a given pattern.

Learners demonstrate creativity in designing patterns.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds)

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Simple Patterns". 2. Teacher shows a simple pattern on the board (e.g., red circle, blue circle, red circle, blue circle) and asks learners: "What comes next?"	Learner's Role: Observe and answer questions about patterns. Participate in identifying and extending patterns. Create and present their own patterns using shapes,	Assessment Criteria: Learners can identify the repeating elements in a pattern. Learners correctly extend a simple pattern. Learners create original patterns

	3. Teacher explains what a pattern is: “A pattern is something that repeats in a regular way.”	colors, or objects.	using shapes, colors, or objects
LESSON DEVELOPMENT	Development/ Exploration: Teacher provides learners with cards, shapes, or objects to create patterns. Learners work in pairs to complete given patterns and explain their choices. Teacher asks learners to identify patterns in the classroom environment (e.g.,	Teacher’s Role: Demonstrate simple patterns using shapes, colors, or objects. Guide learners in identifying and extending patterns. Provide support and feedback during pattern creation activities.	Assessment Criteria: Learners can identify the repeating elements in a pattern. Learners correctly extend a simple pattern. Learners create original patterns using shapes, colors, or objects

	floor tiles, wall designs).		
EXERCISE/ APPLICATION	Application/Task: Learners create a simple pattern of their own on paper using shapes or colors. Learners share their patterns with the class and explain the sequence. Peer feedback is encouraged to reinforce understanding and creativity.	Teacher's Role: Demonstrate simple patterns using shapes, colors, or objects. Guide learners in identifying and extending patterns. Provide support and feedback during pattern creation activities.	Assessment Criteria: Learners can identify the repeating elements in a pattern. Learners correctly extend a simple pattern. Learners create original patterns using shapes, colors, or objects
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____

Name of School: _____

Grade: 1

Term: 1

Year: 2026

Total Enrollment: Boys: _____ Girls: _____

Subject: Creative and Technology Studies

Topic: Sounds

Subtopic: Exploration of Sounds

General Competence:

a) Collaboration: Learners will work in pairs or small groups to explore different sounds and share their observations.

b) Creativity and Innovation: Learners will create their own simple sound-making instruments using safe materials.

c) Critical Thinking: Learners will identify, compare, and describe sounds, predicting how different materials or actions produce them.

Specific Competence:

Learners will be able to explore, identify, and describe different sounds produced by objects and materials in their environment.

Rationale:
Exploring sounds develops learners' auditory discrimination, observation skills, and understanding of cause-and-effect relationships. It also encourages curiosity, creativity, and communication skills.

Prior Knowledge:

Learners can recognize common sounds in the environment.

Learners can follow simple instructions.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared sound-making materials (e.g., drum, shaker, bell, empty bottles)

Learning Environment Set-Up:

Learners seated in a circle or small groups for discussion and sound exploration.

Materials for sound exploration placed on a table for learners to explore safely.

Space on the board to write or draw observations about sounds.

Expected Standard:

Learners can identify and describe at least 3 different sounds.

Learners demonstrate understanding of how sounds are produced using different materials.

Learners actively participate in sound exploration activities.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Exploring Sounds".	Learner's Role: Listen attentively and observe the teacher's demonstration.	Assessment Criteria: Learners correctly identify and describe different sounds.

	2. Teacher asks learners: “What sounds do you hear around us?” and “How do we make these sounds?” 3. Teacher demonstrates a few sounds using objects (e.g., tapping a drum, shaking a bottle, clapping hands).	Participate in producing sounds using available materials. Discuss with peers how different sounds are made.	Learners can explain how a sound is produced. Learners participate actively in exploring and creating sounds.
LESSON DEVELOPMENT	Development/ Exploration: Teacher allows learners to explore materials in pairs or small groups, producing different sounds. Learners compare sounds: loud/soft,	Teacher’s Role: Demonstrate sounds using different objects. Ask guiding questions to help learners describe the sounds. Encourage	Assessment Criteria: Learners correctly identify and describe different sounds. Learners can explain how a sound is

	high/low, fast/slow. Teacher encourages learners to predict what sound will be made by different objects or actions.	creativity by allowing learners to experiment with materials safely. Teacher's Role: Demonstrate sounds using different objects. Ask guiding questions to help learners describe the sounds. Encourage creativity by allowing learners to experiment with materials safely.	produced. Learners participate actively in exploring and creating sounds.
EXERCISE/ APPLICATIO N	Application/Task: Learners create a simple sound-making activity using	Teacher's Role: Demonstrate sounds using different objects.	Assessment Criteria: Learners correctly

	available materials (e.g., tapping sticks, shaking bottles with beads or rice). Learners share their sounds with the class and describe how they were made. Peer feedback is encouraged to compare sounds and explore variations.	Ask guiding questions to help learners describe the sounds. Encourage creativity by allowing learners to experiment with materials safely.	identify and describe different sounds. Learners can explain how a sound is produced. Learners participate actively in exploring and creating sounds.
CONCLUSION			

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Drama
Subtopic: Practice Simple Plays

General Competence:
a) Collaboration: Learners will work in small groups to plan and perform simple plays, taking turns in different roles.
b) Creativity and Innovation: Learners will use imagination to create characters, dialogue, and simple storylines.
c) Critical Thinking: Learners will plan actions, dialogue, and sequences logically to convey a clear story or message.

Specific Competence:
Learners will be able to participate in creating and performing simple plays, demonstrating understanding of roles, dialogue, and basic stage movement.

Rationale:
Drama encourages self-expression, confidence, communication skills, creativity, and teamwork. Practicing plays helps learners understand narrative structure, sequence, and expressive language.

Prior Knowledge:

Learners can communicate using simple sentences.

Learners can follow instructions and engage in role-play activities.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared props, masks, and story prompts

Learning Environment Set-Up:

Open space in the classroom or playground for learners to perform plays.

Props such as hats, scarves, or simple hand-made items to represent characters or objects.

Space on the board for outlining story ideas or sequence of actions.

Expected Standard:

Learners participate in group drama activities confidently.

Learners perform simple roles with dialogue and basic actions.

Learners demonstrate teamwork and creativity during performances.

LEARNING ENVIRONMENT:

Natural environment (outdoor sounds)

Artificial environment (classroom, man-made instruments),

Technological environment (recorded sounds if available)

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Practice Simple Plays". 2. Teacher explains that a play is a story acted out by people. 3. Teacher asks learners to suggest a simple story or scenario to act out (e.g., going to school, helping at home, visiting a friend).	Learner's Role: Listen and contribute story ideas. Take on roles and act out dialogue and actions. Work together to perform the play and support peers.	Assessment Criteria: Learners actively participate in drama activities. Learners use clear speech and actions to portray roles. Learners demonstrate cooperation and creativity in group performances.

LESSON DEVELOPMENT	Development/ Exploration: Teacher divides learners into small groups and assigns or allows them to choose roles. Learners rehearse their plays with teacher guidance, practicing dialogue, actions, and use of props. Teacher encourages improvisation and creative problem-solving for staging the story.	Teacher's Role: Explain and demonstrate role-play and dialogue delivery. Guide learners in organizing their roles and sequence of actions. Encourage learners to express themselves clearly and creatively.	Learners use clear speech and actions to portray roles. Learners demonstrate cooperation and creativity in group performances.
EXERCISE/ APPLICATION	Application/Task:	Teacher's Role:	Learners use clear speech and

	Each group performs their simple play for the class. Learners describe their character or role and explain what is happening in the play. Classmates give positive feedback, highlighting creativity and clarity of actions.	Explain and demonstrate role-play and dialogue delivery. Guide learners in organizing their roles and sequence of actions. Encourage learners to express themselves clearly and creatively.	actions to portray roles. Learners demonstrate cooperation and creativity in group performances.
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____
Name of School: _____
Grade: 1
Term: 1
Year: 2026
Total Enrollment: Boys: _____ Girls: _____
Subject: Creative and Technology Studies
Topic: Hospitality
Subtopic: Perform Customer Service

General Competence:
a) Collaboration: Learners will work in pairs or small groups to role-play customer service scenarios.
b) Creativity and Innovation: Learners will create simple role-play scenarios demonstrating polite and helpful customer service.
c) Critical Thinking: Learners will think about ways to serve others politely and solve simple customer service problems.

Specific Competence:

Learners will be able to demonstrate basic customer service skills such as greeting, assisting, and responding politely to requests.

Rationale:
Teaching customer service skills promotes respect, communication, social responsibility, and good manners. Early exposure helps learners develop interpersonal skills useful at home, school, and in the community.

Prior Knowledge:

Learners can greet others politely.

Learners understand simple social interactions like asking for help or offering assistance.

References:

Creative and Technology Studies Curriculum, CBC 2024

Grade 1 CTS Textbooks

Teacher-prepared role-play cards or props (e.g., pretend shop, school reception setup)

Learning Environment Set-Up:

Open classroom space arranged for role-play activities.

Props such as tables, chairs, play money, or items to simulate a service environment.

Visual aids with phrases and gestures used in polite customer service.

Expected Standard:

Learners demonstrate greeting customers politely.

Learners respond appropriately to customer requests.

Learners display teamwork and respect during role-play activities.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA
INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: "Performing Customer Service". 2. Teacher explains	Learner's Role: Listen attentively and respond to questions. Participate in role-play scenarios demonstrating	Assessment Criteria: Learners demonstrate polite greetings and responses. Learners participate

	what customer service is: “Helping or serving others politely and respectfully.” 3. Teacher asks learners: “How do you greet someone you are helping?” and discusses polite greetings and actions.	greetings, assistance, and polite responses. Observe peers and give positive feedback.	actively in role-play scenarios. Learners show understanding of basic customer service actions.
LESSON DEVELOPMENT	Development/ Exploration: Teacher divides learners into small groups for role-play (e.g., shopkeeper and customer, receptionist and visitor). Learners practice greeting, assisting,	Teacher’s Role: Demonstrate basic customer service skills, including greeting, asking politely, and assisting. Guide learners in performing role-	Assessment Criteria: Learners demonstrate polite greetings and responses. Learners participate actively in role-play scenarios.

	and responding politely. Teacher circulates to observe and provide guidance, modeling correct behavior where necessary.	play activities. Provide feedback and encourage good manners and helpful behavior.	Learners show understanding of basic customer service actions.
EXERCISE/ APPLICATIO N	Application/Task: Learners perform a short customer service role-play in front of the class. Peers observe and comment on polite behavior, helpfulness, and clarity of communication. Learners reflect on what they learned about helping others politely	Teacher's Role: Demonstrate basic customer service skills, including greeting, asking politely, and assisting. Guide learners in performing role-play activities. Provide feedback and encourage good manners and helpful behavior.	Assessment Criteria: Learners demonstrate polite greetings and responses. Learners participate actively in role-play scenarios. Learners show understanding of basic customer service actions.

CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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Name of Teacher: _____

Name of School: _____

Grade: 1

Term: 1

Year: 2026

Total Enrollment: Boys: _____ Girls: _____

Subject: Creative and Technology Studies / Mathematics and Science

Topic: Exploring Materials

Subtopic: Safe Water □□

General Competence:
a) Collaboration: Learners will work in groups to discuss sources of water and safe water practices.
b) Creativity and Innovation: Learners will create posters or drawings showing ways to keep water safe.
c) Critical Thinking: Learners will analyze water sources and determine which are safe for drinking and why.

Specific Competence:
Learners will be able to identify sources of safe water, describe ways to keep water clean, and explain why safe water is important for health.

Rationale:
Safe water is essential for human health. Teaching learners about safe water promotes hygiene, prevents waterborne diseases, and encourages responsible behavior in managing water resources.

Prior Knowledge:

Learners know that water is used for drinking, cooking, and washing.

Learners have observed water sources like taps, rivers, wells, and rainwater.

References:

Mathematics and Science / CTS Curriculum, CBC 2024

Grade 1 Science / CTS Textbooks

Teacher-prepared visual aids: pictures of clean and dirty water, water containers, taps, wells

Learning Environment Set-Up:

Learners seated in groups for discussion.

Visual aids such as pictures or real examples of water sources.

Space to display posters or drawings created by learners.

Expected Standard:

Learners can identify at least 3 sources of safe water.

Learners can explain why water needs to be clean before drinking.

Learners can demonstrate safe water practices such as covering containers and washing hands.

LEARNING ENVIRONMENT:

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

LESSON PROGRESSION:

STAGES	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	ASSESSMENT CRITERIA

INTRODUCTION	Steps/Introduction: 1. Teacher greets learners and introduces the topic: “Safe Water □□”. 2. Teacher asks: “Where do we get water from?” and “How do we know if water is safe to drink?” 3. Teacher explains the difference between safe (clean) water and unsafe (dirty) water, and why clean water is important.	Learner’s Role: Listen attentively and respond to questions. Participate in group discussions about water sources and safety. Observe visual aids and relate to personal experiences.	Assessment Criteria: Learners identify sources of safe water correctly. Learners explain at least one way to keep water safe. Learners participate actively in discussions and poster/drawing activities.

LESSON DEVELOPMENT	Development/ Exploration: Learners explore different water sources around the school (tap, well, water container). Learners discuss in groups which water sources are safe and why. Teacher asks learners to identify practices that prevent water contamination (covering containers, boiling water, washing hands).	Teacher's Role: Show pictures or real-life examples of safe and unsafe water. Ask guiding questions to stimulate thinking and discussion. Support learners in creating posters or drawings about safe water practices.	Assessment Criteria: Learners identify sources of safe water correctly. Learners explain at least one way to keep water safe. Learners participate actively in discussions and poster/drawing activities.
EXERCISE/ APPLICATION	Application/Task: Learners create a poster or draw	Teacher's Role: Show pictures or real-life	Assessment Criteria: Learners identify

	pictures showing ways to keep water safe. Learners label the water sources and safe practices on their posters/drawings. Groups present their work to the class, explaining their ideas.	examples of safe and unsafe water. Ask guiding questions to stimulate thinking and discussion. Support learners in creating posters or drawings about safe water practices.	sources of safe water correctly. Learners explain at least one way to keep water safe. Learners participate actively in discussions and poster/drawing activities.
CONCLUSION			

HOMEWORK

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LESSON EVALUATION (indicate the weakness, strengthen and way forward)

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