### LEARNING OUTCOMES & ASSESSMENT STANDARDS

**LESSON PLAN 1**

- **LO1: HEALTH PROMOTION**
  - ASS.1,2 & 3
- **INTEGRATION ACROSS**
  - HL LO1: ASS 1
  - LO2: ASS 1
  - LO3: ASS 1.2
- **A/C LO1: ASS**
  - Music
- **EMS LO1: ASS 4**
- **MATHS LO1: ASS 1**

### LEARNING ACTIVITIES

- *Discussion session:*
  - Why we eat food?
  - Let them take turns in sharing ideas pointing out that:
  - Eat food when we are hungry.
  - To help our bodies grow.
  - To have energy to play and work.
  - To keep our bodies healthy etc...

- *Put learners in groups*

### DETAILS OF ASSESSMENT

- **FORMS:**
  - Oral presentation
  - Practical demonstrations
  - Written

- **METHODS:**
  - Self
  - Peer
  - Group
  - Teacher

### RESOURCES

- Magazines
- Glue
- Scissors
- Posters
- Charts
- Pencils
- Crayons

### BARRIERS IN LEARNING

### REFLECTIONS
<table>
<thead>
<tr>
<th>LO5: ASS 6</th>
<th>Ask them to cut out pictures from magazines to make a collage of their favourite food. The teacher differentiates Nutritious and Non-Nutritious food. Learners do rhymes about food in alphabetical order. Divide learners into groups. Let them do food pricing. Let the groups talk about their choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TOOLS:</strong></td>
<td>Check List Observation Sheet Rubric</td>
</tr>
</tbody>
</table>
# LESSON PLAN EXAMPLERS

**TERM: 2**  
**LEARNING PROGRAMME: LIFE SKILLS**  
**GRADE: 1**  
**LESSON PLAN 4**

**DURATION:** 1 WEEK  
**DAILY:** 1 HR 10 MINS  
**WEEKLY:** 5 HRS 50 MINS  
**CONTEXT:** WORLD AROUND ME

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCES</th>
<th>BARRIERS IN LEARNING</th>
</tr>
</thead>
</table>
| LO2: SOCIAL DEV. ASS. 1, 3 & 5 INTEGRATION WITHIN LO4: PHYSICAL DEV. & MOVEMENT ASS. 1, 2, 3, & 4 ACROSS HL LO1: ASS 1 | *Ask the learners what are rules? Why do we have rules? What happens if one does not obey the rules?...etc.*  
*Discussion about home and game rules*  
Teacher introduces classroom rules: Arriving on time in the classroom, wear full school uniform and do not steal...etc.  
*Discussion: Arriving late is considered as a sign of bad manners.*  
Not wearing school uniform is a sign of | FORMS:  
Oral  
Practical  
Demonstration  
Written  
METHODS:  
Peer  
Group  
Teacher  
TOOLS: | Pencils  
Crayons  
Glue  
Scissors  
Balls  
Skipping Ropes  
A 4 papers |
| LO2: ASS 8 | dis obedience. The result of stealing will keep one in jail |
| LO3: ASS 1.2 | *Divide the learners into groups and give each group a strip written one school rule. The learners draw pictures to illustrate the rules. |
| A/C | *Learners participate in free play activities following different rules. |
| LO1: ASS Music | *Let them do singing game playing rhythm, clapping and skipping in pairs. |

| Check List Observation Sheet |  |  |
## Lesson Plan Exemplers

**TERM:** 2  
**GRADE:** 1  
**LEARNING PROGRAMME:** LIFE SKILLS  
**LESSON PLAN 3**

### Context: Cleanliness

**Duration:** 1 Week  
**Daily:** 1 HR 10 MINS  
**Weekly:** 5 HRS 50 MINS

### Learning Outcomes & Assessment Standards

| LO1: Health Prom.  
| AS 2, 3 & 4  
| Integration Within  
| LO3: Personal Dev.  
| AS 2  
| Across  
| HL LO2: AS 1,9  
| SS (Geo) LO3:  
| AS 1 & 2 |

### Learning Activities

- Assess learners' prior knowledge: What do they know about germs? How people get germs?... etc.
- Ask the learners if they have ever been sick.
- Let them discuss with their partners. Guide them with questions like: How did they feel when they were sick? How long were they sick for? Etc.
- Discussing the learners' report back about germs.
- Talk about common illness eg. We can catch fever from infected people, diarrhoea.

### Details of Assessment

**Forms**
- Oral Presentation
- Practical Demonstration
- Written

**Methods**
- Self
- Peer
- Group
- Teacher

### Resources

- Crayons
- Pencils
- Scissors
- Glue
- A 4 papers
- Magazines

### Reflections

---

---
<table>
<thead>
<tr>
<th>A/C LO1: ASS 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>from dirty hands, drinking unpurified water etc. Teach them the song (germs are sneaky) Wash hands after playing, coming from the toilet, before touching food etc. They should keep their bodies clean. Cover mouth when coughing, sneezing. Let them draw things they use when cleaning their hands. SONG (This is the way I wash my hands x3 Early in the morning) Each group must make a poster showing the washing of hands.</td>
</tr>
</tbody>
</table>

**TOOLS**
- Check List
- Observation Sheet
- Rubrics
## LESSON PLAN EXAMPLES

**TERM:** 2  
**LEARNING PROGRAMME:** LIFE SKILLS  
**GRADE:** 1  
**LESSON PLAN 2**

**DURATION:** 1 WEEK  
**DAILY:** 1 HR 10 MINS  
**WEEKLY:** 5 HRS 50 MINS  
**CONTEXT:** RELIGIONS

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCES</th>
<th>BARRIERS IN LEARNING</th>
</tr>
</thead>
</table>
| LO2: SOCIAL DEV.  
ASS 5  
INTEGRATION ACROSS  
A/C LO1: ASS 3 & 4  
(TECH) LO1: ASS 1,2,3 & 4 | Warm up: Learners sing any of the Christmas carols. Teacher shows learners pictures of different events. E.G. Christmas day, Good Friday and Easter Monday. Learners discuss the events about the pictures. Guiding them with the following questions: *What happens to your homes during Christmas time / Easter weekend? Etc.  
Learners dramatize the birth of Christ. Learners dramatize crucifixion of Jesus. Let them draw the following: | FORMS  
Oral Presentation  
Practical Demonstration  
Written  
METHODS  
Self  
Peer  
Group  
Teacher | Pencils  
Crayons  
Scissors  
Glue  
A4 Papers  
Different clothing  
Puppet of Father  
Xmas  
Wrapped present  
Decorations |
<table>
<thead>
<tr>
<th>Angels</th>
<th>Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stars</td>
<td>Observation Sheet</td>
</tr>
<tr>
<td>Donkey</td>
<td>Rubrics</td>
</tr>
<tr>
<td>Baby Jesus</td>
<td></td>
</tr>
<tr>
<td>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</td>
<td>LEARNING ACTIVITIES</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>LO4: PHYSICAL DEV. &amp; MOVEMENT.</td>
<td>Warm up activities:</td>
</tr>
<tr>
<td>ASS 1,2,3, &amp; 4</td>
<td>Rain drops song /Rymes</td>
</tr>
<tr>
<td>INTEGRATION WITHIN</td>
<td>Take learners to a large open space – outside. Teach learners the song /ryhme with actions. Divide learners into groups. eg. Throwing, Catching, Rolling &amp; Bouncing. Teacher demonstrates ways of throwing, catching, rolling &amp; bouncing. Each group starts its activity. Let them all practise their skills. Teacher goes around to check if they have</td>
</tr>
<tr>
<td>LO3: PERSONAL DEV.</td>
<td></td>
</tr>
<tr>
<td>ASS 2</td>
<td></td>
</tr>
<tr>
<td>ACROSS</td>
<td></td>
</tr>
<tr>
<td>A/C LO1: ASS 1</td>
<td></td>
</tr>
<tr>
<td>SS (GEO) LO3: ASS 1</td>
<td></td>
</tr>
</tbody>
</table>
mastered the skills.
Learners may not master all skills in one lesson.
Teacher needs to repeat certain skills on another day.
Competition for skills will be done in each group. eg. Count how many times he/she may throw/catch without dropping.
Teacher must dot down findings in a rating scale.

Learners match body parts with pictures in action.
**TERM: 2**  
**GRADE: 1**  
**LEARNING PROGRAMME: LIFE SKILLS**  
**LESSON PLAN 5**

**DURATION: 1 WEEK**  
**DAILY: 1HR 10MINS**  
**WEEKLY: 5HRS 50 MINS**  
**CONTEXT: MY ENVIRONMENT**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCES</th>
<th>BARRIERS IN LEARNING</th>
</tr>
</thead>
</table>
| LO 3: PERSONAL DEV.  
ASS 2 & 5  
INTEGRATION ACROSS  
(TECH) LO: 1  
ASS 1, 2, 3 & 4  
A/C LO3: ASS 4 & 5 | Revise the school rules with the learners.  
How can you keep your classroom tidy?  
Are your desks always tidy?  
How can you keep your desk tidy?  
Teacher demonstrates how to design a pencil holder.  
Tell them that these holder will keep their desks tidy.  
Let them work in pairs.  
Give them material that they will need.  
Help them on how to fold a paper in half.  
Let them cut along the line. | FORMS  
Oral Presentation  
Practical  
Demonstration  
Written  
METHOD  
Self  
Peer  
Group  
Teacher | Pencils  
Crayons  
Tins  
White or Coloured  
A4 papers  
Ribbons  
Feathers  
Leaves  
Scissors  
Glue |
Let them draw the birds head on the folded piece and cut out. Learners draw beak and wing of bird and stick it on their birds.

Help them to stick/paste these on their birds. Let them choose various materials such as feathers, pieces of ribbons, coloured papers and other leaves to make tails for their birds. They should put any tin inside their birds to give shape. They will discuss with their partners what they like or dislike about their pencil holders.

**TOOLS**
- Check List
- Rubric
<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCES</th>
<th>BARRIERS IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO2: SOCIAL DEV.</td>
<td>This activity should be a class discussion. Discuss what is meant by a family. Teacher draws a tree with several branches on the chalkboard. Teacher shows the learners a poster of a family. Fill in the branches with family members eg. Grand mother-Grand father, Father-Mother, Uncle-Aunt, Brother-Sister</td>
<td>FORMS Oral Presentation Practical Demonstration</td>
<td>Magazines Scissors Prestick Pictures Drawings of family members Crayons Pencils Flash cards with words</td>
<td>REFLECTIONS</td>
</tr>
<tr>
<td>LO3: PERSONAL DEV.</td>
<td></td>
<td>METHODS Self Peer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTEGRATION ACROSS A/C LO:1 ASS 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| SS (HIST.) LO2: ASS 2  | etc.  
The family is like branches belong to the tree.  
We call these people as relatives.  
Learners should know that a family is so special.  
Ask the learners to think about their families.  
Learners will select/choose the pictures of their families member and paste them to the branches.  
Learners should compare the ages of their families.  
Learners must cut pictures representing their families.  
Teacher writes surnames of each learner at the bottom of their trees.  
Ask learners to bring photographs of the past.  
Learners describe where they live. | Group Teacher  
TOOLS  
Check List  
Observation Sheet |
## Lesson Plan Example

**Term:** 2  
**Grade:** 1  
**Learning Programme:** Life Skills  
**Lesson Plan 8**

**Duration:** 1 Week  
**Daily:** 1 HR 10 MINS  
**Weekly:** 5 HRS 50 MINS  
**Context:** Animals

<table>
<thead>
<tr>
<th>Learning Outcomes &amp; Assessment Standards</th>
<th>Learning Activities</th>
<th>Details of Assessment</th>
<th>Resources</th>
<th>Barriers in Learning</th>
</tr>
</thead>
</table>
| LO3: Personal DEV. Ass 3                | Warm up activity: Teach (I like animals) Poem. I like animals, Big ones, small ones, Fat ones, and tall ones I like animals All kinds of animals I like animals Jumping ones, hopping ones Slithering ones and stalking I love animals Learners must take appropriate actions using their arms and bodies. They must capture the size, texture and movement of the animals as they say the | Forms  
- Practical Demonstration  
- Oral Presentation  
- Written | Balls  
Pencils  
Flash Cards of animals | |
| Integration Within  
LO4: Physical DEV. & MOVEMENT Ass 1 | | METHODS  
- Self  
- Peer  
- Group  
- Teacher | | |
| Across A/C LO3: Ass 1 | | TOOLS  
- Observation Sheet  
- Check List  
- Anecdotal Notes | | |

**Forms:** Practical Demonstration  
**Methods:** Self  
**Tools:** Observation Sheet  
**Resources:** Balls  
Pencils  
Flash Cards of animals
poem.
Have a picture of animals in different situations (Taking care of animals)
Look at the picture and ask the following questions:

* What is the same?
* What is different?
* In which picture are the animals being cared for?
* In which picture are the animals being treated badly?

Learners must choose animals according to their treatment and paste in one of the two columns, eg.
Treated badly and Cared for.

Learners are told to tell their own stories about badly treated and cared for animals.

Learners draw themselves with their favourite animals.

Teacher takes learners outside.
They must practise throwing, catching, bouncing and rolling using a ball.
### LESSON PLAN EXAMPLES

**TERM: 2**
**GRADE: 1**
**LEARNING PROGRAMME: LIFE SKILLS**

**DURATION: 1 WEEK**
**DAILY: 1HR 10MINS**  **WEEKLY: 5HRS 50 MINS**

**CONTEXT: MY FEELINGS**

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCE</th>
<th>BARRIERS IN LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO3: PERSONAL DEV. ASS 3 &amp; 4 INTEGRATION ACROSS A/C LO1: ASS 3.1 &amp; 3.4 LO3: ASS 3.1 &amp; 3.2</td>
<td>DISCUSSION ACTIVITY: Learners identify different feelings. They must explain when and why they have those feelings. They should identify conflict situations and discuss how these can be avoided. The teacher asks them what do they think the word HAPPY means. Teacher teaches them the song (IF YOU ARE HAPPY AND YOU KNOW IT CLAP YOUR HANDS)</td>
<td>FORMS Oral Presentation Practical Demonstration Written METHODS Self Peer Group Teacher</td>
<td>Magazines Scissors Glue Worksheets Crayons Pencils A4 Papers</td>
<td></td>
</tr>
</tbody>
</table>
Teacher discusses that being happy is a good feeling. Let the groups discuss their feelings. Teacher guides them with a variety of questions. Let the groups report back their ideas.

Teacher do the same with bad feelings. Teacher put emphasis on the following: To get angry/fight does not help. To understand ones behaviour. Learners should find out why that person behaves in that manner. Learners are given an activity to select different feelings displayed on each face and paste them on their worksheets. Eg. Sad, Happy, Angry & Scared. Learners cut different face feelings from magazines and paste them in a worksheet. Learners should colour in the different faces with variety of colours. eg Sad = Red

Happy = Blue
Scared = Yellow
Angry = Green
**LESSON PLAN EXAMPLES**

TERM: 2  
GRADE: 1  
LEARNING PROGRAMME: LIFE SKILLS  
LESSON PLAN 10

<table>
<thead>
<tr>
<th>DURATION: 1 WEEK</th>
<th>DAILY: 1 HR 10 MINS</th>
<th>WEEKLY: 5 HRS 50 MINS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES &amp; ASSESSMENT STANDARDS</th>
<th>LEARNING ACTIVITIES</th>
<th>DETAILS OF ASSESSMENT</th>
<th>RESOURCES</th>
<th>BARRIERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAL ASSESSMENT TASK</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LO1: HEALTH PROMOTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| ASS.1,2 & 3                             | *Put learners in groups  
|                                         | Ask them to cut out pictures from  
|                                         | magazines to make a collage of  
|                                         | their favourite food.  
|                                         | The teacher differentiates  
|                                         | Nutritious and Non-Nutritious food.  
|                                         | Let the groups talk about their  
|                                         | choices.  
|                                         | Learners sing any of the Christmas  
|                                         | carols. Teacher shows learners  
|                                         | pictures of different events. eg. |
|                                         | FORM: Written  
|                                         | METHOD Teacher.  
|                                         | Tool. Observation Sheet.  
|                                         | METHOD Teacher.  
|                                         | Magazines  
|                                         | Scissors  
|                                         | Glue  
|                                         | Worksheet  
|                                         | Crayons Pencils  
|                                         | A4 Papers  

<p>| | | | | |
|                  |                     |                      |           |          |</p>
<table>
<thead>
<tr>
<th>A/C LO1: ASS Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>EMS LO1: ASS 4</td>
</tr>
<tr>
<td>MATHS LO1: ASS 1</td>
</tr>
<tr>
<td>LO5: ASS 6</td>
</tr>
<tr>
<td>LO2: SOCIAL DEV.</td>
</tr>
<tr>
<td>ASS. 5</td>
</tr>
<tr>
<td>A/C LO1: ASS 3 &amp; 4</td>
</tr>
<tr>
<td>(TECH) LO1: ASS 1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>LO3: PERSONAL DEV.</td>
</tr>
<tr>
<td>ASS. 1 &amp; 2</td>
</tr>
<tr>
<td>LO4: PHYSICAL DEV. &amp; MOVEMENT</td>
</tr>
<tr>
<td>ASS. 1, 2, 3, &amp; 4</td>
</tr>
<tr>
<td>HL LO1: ASS 1</td>
</tr>
<tr>
<td>LO2: ASS 8</td>
</tr>
<tr>
<td>LO3: ASS 1.2</td>
</tr>
<tr>
<td>A/C LO1: ASS Music</td>
</tr>
<tr>
<td>MATHS LO: 1</td>
</tr>
</tbody>
</table>

| Good Friday and Easter Monday. Learners discuss the events about the pictures. Guiding them with the following questions: *What happens to your homes during Easter weekend?*. Learners dramatize crucifixion of Jesus. Let them draw the following; Angels Stars Donkey Baby Jesus Each group starts its activity. Let them all practise their skills. Teacher goes around to check if they have mastered the skills. Learners may not master all skills in one lesson. Teacher needs to repeat certain skills on another day. Competition for skills will be done in each group. eg. Count how many times he/she may throw/catch without dropping it. Learners match body parts with |

| FORM Oral /Practical Demonstration Written |
Warm up activities:
- Rain drops song /Ryhmes
- Take learners to a large open space – outside.
- Teach learners the song /ryhme with actions.
- Divide learners into groups.
  - eg. Throwing, Catching, Rolling & Bouncing.
  - Teacher demonstrates ways of throwing, catching, rolling & bouncing.
- Each group starts its activity. Let them all practise their skills.
- Teacher goes around to check if they have mastered the skills.
- Learners may not master all skills in one lesson.
- Teacher needs to repeat certain skills on another day.
- Competition for skills will be done in each group. eg. Count how many times he/she may throw/catch without dropping.
- Teacher must dot down findings in a rating scale.
| Learners match body parts with pictures in action. |  |  |  |