

# COMMUNITY PRESCHOOL MANUAL.



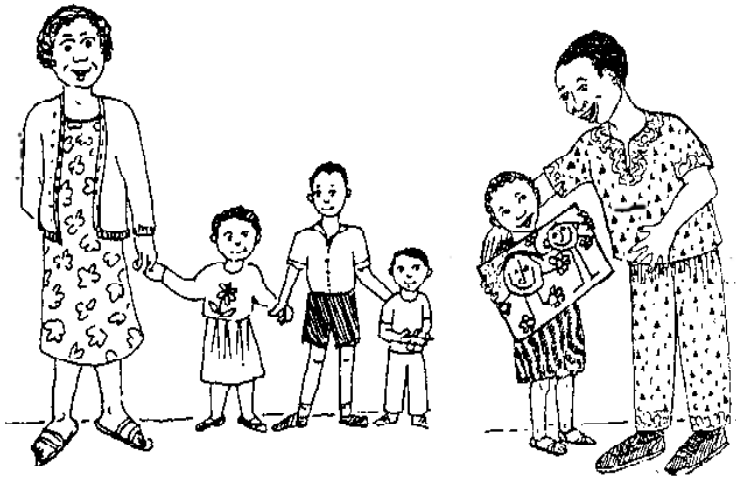
*For Preschool Children of the  
Future - POF Kids.*

*Development Aid from People to People  
Member of the Federation HUMANA People to People*

# The Community Preschool

When you decided to become a preschool teacher, you also became responsible for the future through the children you teach. Each child is an individual human being with a unique path of life to follow. You have been given the opportunity to mold the future of the world. It is all within your hands, what you do with this chance is decided by you. Imagine, next time you look at your children, look into their eyes and imagine the future they will lead. It can be mind boggling to realise how much you can impact their future. So, sit a little straighter, hold your head a little higher and prepare to shape the children of the future.

The community preschool. Each of the preschools exist because and for the community. They have been organised to prepare, develop, promote, teach, give experiences, and opportunities to the children in that community. This manual is only here to equip the preschool with ideas and plans to help with the programmes, tasks, visions of the community. As a unique individual and community, you should put a little of yourself and the community in how the preschool operates.



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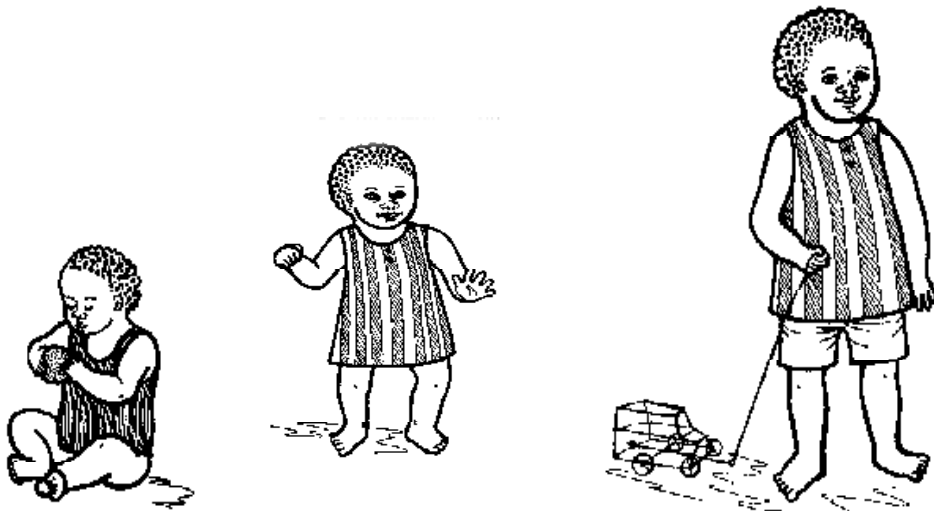
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# CHILD DEVELOPMENT

Knowledge of child development and how children grow is important to understanding what behaviour and characteristics you can expect from children at different ages. Also you can use this information to know how to challenge the children with new obstacles to expand their minds and be able to answer the question, “What is *best* for children?”

From the moment a child is born, he/she begins to learn and develop rapidly. Learning and developing doesn't start and stop with school, children learn from the world around them. The more experiences and opportunities given to the child the more open their minds will be to knowledge and education. Development of a child can be categorised into several different areas, all of which are intertwined to make up the whole child. The following are the major areas in which development occurs:

- ❖ **Physical Development**-This concerns with how the children use their large and small muscles. Large muscles are those used for activities such as walking, running, and throwing; small muscles are those used for drawing, writing, feeding, and dressing.
- ❖ **Social Development**-This area refers to how children interact with other children and adults in their lives. Social skills include sharing, co-operating, responsibility, honesty, following rules, etc.
- ❖ **Emotional Development**-Emotional development includes children's feelings about themselves, and their ability to express their feelings.
- ❖ **Language Development**-Language development refers to children's ability to listen, understand, speak, and eventually to read and write.
- ❖ **Cognitive or Intellectual Development**-Intellectual development involves children's ability to think, reason, and solve problems. It also includes forming and remembering ideas, and creativity.



Certain needs must be met in the different areas of development for the child to develop properly. Knowing what needs children have and meeting them will allow the children to reach their full potential.

<b>Physical Needs</b>	<b>Social Needs</b>
food shelter physical activity clothing warmth name/identity parents safe environment proper hygiene	play friends interaction (listening and talking) trust communication sharing independence responsibility
<b>Emotional Needs</b>	<b>Intellectual Needs</b>
love care protection security happiness responsibilities	food play/toys listening & talking stimulation books, charts, and pictures print rich environment

Children advance through the different areas of development in various stages, depending upon their age and abilities. Some children may exceed in physical development but move slower in social development, keeping this in mind that each child is unique will help in providing an environment for children to develop. Most children at certain ages have similar abilities and behaviour patters; knowing what a three year old is capable of and what a 6 year old is capable of will help in challenging all the children.

<b>3 - 4 years:</b>	Is able to run, climb, jump Can catch a big ball with the hands. Can follow small agreements. Highly imaginative. Beginning to recognise numbers and letters.
<b>4 - 5 years:</b>	Can hold a pen and paint. Can tell about own experiences, listen, and ask questions. Can dress themselves. Shows pride in work. Is eager to please adults.
<b>5 - 6 years:</b>	Is interested in how things are connected e.g.. how the egg turns into a chicken. Communicates well. Writes name and copies simple shapes. Conforms to group and follows rules.

# HOW TO BE A GOOD PRESCHOOL TEACHER

## Working and Communicating with Young Children.

The quality and success of any preschool depends greatly upon the interaction that takes place between adult and child. As a teacher of young children, you have an important responsibility to nurture children's learning as well as their overall developmental needs. For any interaction to take place, you must first understand the child. You can do this by observing children with the purpose of trying to understand what the child is thinking and experiencing.



### Why is it important to observe children?

Children express themselves through their actions; you can identify a child's strengths, interests, and what they know just by observing that child.

**In observing children, teachers should be careful NOT to make judgements, but to record what is actually happening.**

### What to observe?

- ✓ What activities are popular/not popular.
- ✓ What activities are difficult?
- ✓ Who is the child's best friend?
- ✓ How is the child physically (e.g., eye sight, hearing, co-ordination, etc.)
- ✓ Drastic change of behaviour (example-due to abuse, or stress).
- ✓ How does the child interact with others and with the caregiver?
- ✓ How does a child handle or solve problems?
- ✓ What interests the children?
- ✓ How are the child's language skills?

Part of communication is encouraging and promoting conversation. Ask questions that require more than one-word answers. But most of all don't forget; **Listening is part of communicating.**

## Nurturing Young Children.

The most important knowledge you should take out of this preschool manual is how to support and nurture young children. Giving the children adequate attention and positive feedback will carry more long-term benefits than any alphabet drills or mathematical equations. Regardless of what you know about the CHILD, you should always support, give attention, love, care and protect ALL CHILDREN in your school.

### **Self-confidence in children.**

A child needs to have confidence in him/herself in order to learn and progress, but first you must have confidence in that child. How a child is treated and responded to by adults and children impact how that child perceives him/herself. If children have confidence they will have no problem in answering and asking questions.

### **The following are some ways you can nurture confidence in children:**

- ☆ Accept children for *who* they are and *what* they are. This will give the child feelings of self-acceptance.
- ☆ Let children enjoy themselves-exploring, creating, laughing.
- ☆ Encourage independence. Know when to "let go".
- ☆ Set clear boundaries, children develop a higher self-esteem when they know what behaviour is expected.
- ☆ Allow children to make decisions.
- ☆ Provide a secure environment where children feel safe to express their feelings and emotions.
- ☆ Show respect.
- ☆ Provide experiences where children can be successful.
- ☆ Encourage children, challenge, give children the support to take risks.
- ☆ Replace discouraging remarks with encouragement and support.
- ☆ Teach the children about being unique and an individual.
- ☆ Don't expect children to be perfect.
- ☆ Take the children seriously.
- ☆ Never make insulting remarks over failures or mistakes.
- ☆ Praise, and reinforce children.
- ☆ Pay attention to every child.

**LOVE THE CHILDREN!**

### **Emotions and Feelings.**

Children are new at emotions and feelings, often they will express an emotion or feeling that may not be appropriate or not at the right time. As a person who is involved with their daily lives, it is important to know how to deal with these emotions and guide them how to express their emotions and feelings.

#### **Children Express Themselves By:**

- ⊙ Crying, Laughing, Hiding, Kicking, Violence, Being happy, Being sad, Screaming, Retreating, Self harm, etc.

#### **Because Of:**

- ⊙ Fear, Loss, Bereavement, Being sick, Death in the Family, Not coping, Pain, Stigma, Enjoyment, Grief, Neglect, etc.

#### **What YOU Can Do About It:**

- ⊙ Give time and space, Listen to children, Give love and attention, Give time-out, Take appropriate action, Understand the needs of the child, Seek support from community, Be in touch with guardian/mother/father, Talk to children, etc.

**Remember to Talk to children!**

**Listen to children!**

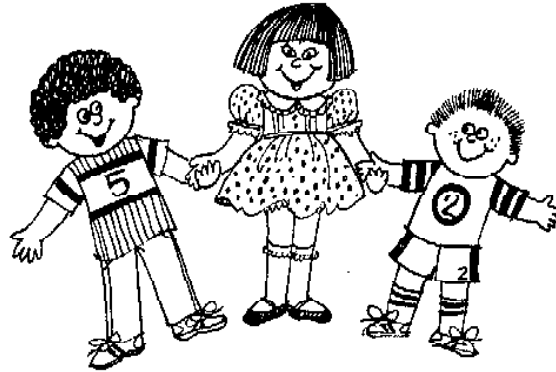
**Love the children!**

**Allow them to express their feelings, emotions and help them to cope with their difficulties.**

## Awareness of Children's Rights.

Children are born with certain rights that can never be taken away throughout their lives. Each right is a basic need to live a full and dignified life. The following listed are examples of children's rights:

- ✓ Family
- ✓ Home
- ✓ Love
- ✓ Identity
- ✓ Health
- ✓ Education
- ✓ Dignity
- ✓ Unity



## Guiding Children's Behaviour/ Discipline.

Discipline is not punishment; discipline is guidance; discipline is learning; and discipline is a training process that takes a great deal of time and patience.

DO NOT	DO
☹ scream	☺ give clear rules and limits
☹ use physical punishment	☺ discipline in private
☹ take away food	☺ be fair and firm
☹ expect perfection	☺ be consistent
☹ belittle or embarrass a child	☺ give lots of praise
☹ compare children	☺ give choices
☹ threaten or make empty promises	☺ respect children
☹ argue	☺ listen to children
☹ procrastinate in handling a problem	☺ love children
☹ punish the entire group	☺ follow through
	☺ encourage children to verbalise feelings

## Young Children's Health, Safety, and Nutrition.

Health, safety, and nutrition are an important part of a child's development; if a child does not receive proper attention to these needs they will not develop fully. As a preschool teacher and someone who is in daily contact with these children, it is your responsibility to promote a healthy lifestyle for your children. This begins with making the preschool an example of proper hygienic standards; latrine, hand washing facility, teaching about health and nutrition in the school.



### **Preventing Malnourishment.**

Children are prone to malnourishment, often this results because the family may not have adequate knowledge of nutrition, or also the family may be too poor to buy enough food supplements. Observing and taking note of how the child is physically developing is the best method to prevent mal nourishment. Also using a Shakir strip can be assistance as well in being able to distinguish which child is healthy and which child underweight. (Look in Appendix for details on how to make and use this tool.)

### **Children's nutrition.**

By giving the children a knowledge of eating healthy they will be able to lead healthier lives. There are three different kinds of food which children (and adults) should eat every day;

- ❖ Food which makes us grow.
- ❖ Food which makes us strong.
- ❖ Food which protects from illness.

Depending upon how long your preschool meets, children should either be provided with a snack or encouraged to bring one from home. This can be small such as a handful of groundnuts, water, fruit in season, raw vegetables, etc. Whether the food is from home or provided, proper attention to washing hands, storing of food is important.

### **Health Checks.**

Daily health checks should be done with the children as they arrive each day. This doesn't have to take long, just a simple glance, if a child appears sick or acts differently than normal, examine that child more closely. Ask the child if he/she is sick, check for fevers, check for lice, look for rashes, sores, watery eyes, runny nose, etc. These health checks are important. As the preschool teacher you have a responsibility to these children, if you notice anything make sure you follow through. Visit the child's home, comment to the parents of the child's appearance. Take action.





## Child Abuse

Child abuse occurs all over the world. It is something that should be taken seriously and at all costs avoided. Never ignore what you would suspect to be child abuse, **take action immediately**.

Child abuse is sometimes overlooked because many people think of abuse only as beating. This is untrue. Abuse can occur in many different ways, namely:

- 1) Child Labour
  - The child is made to do work beyond their physical capacity such as carrying very heavy buckets of water or bails of wood.
  - The child is forced to work long hours without proper rest, food or study and play
  - The child is sent out to look for food or money and is punished if they do not succeed
- 2) Neglect
  - The child is ignored at home; not included in family activities such as meals or trips; treated as an extra burden instead of a person (this could happen for orphans staying with a big family)
  - The child's health and well-being is ignored; they are not treated when they are sick, are malnourished, or not well bathed and looked after
  - The parents/guardians do not care if the child goes to school, or deny them basic needs such as food, water or clothing
- 3) Sexual Abuse
  - The child is raped, molested, or touched in an inappropriate way
  - The child is exposed, either physically or through pictures and stories, to sexual acts and ideas beyond their age
- 4) Emotional Abuse
  - The child is insulted, put down, and punished without reason
  - The child is not shown love or care
- 5) Physical Abuse
  - The child is beaten, whipped, burned, or physically hurt in any way. **This is not normal punishment.** A child can be disciplined through talking and explaining consequences and must **never** be physically harmed.
  - The child is physically tortured, through hair pulling, pinching, suffocating, or other cruel acts

In the same way as you should observe children to know their likes and dislikes, you must also observe children to know whether or not they are victims of any kind of abuse.

### Child abuse should be suspected if a child:

- ❖ Is constantly late, stays away from school for long periods of time, or arrives early and stays late to avoid going home.
- ❖ Is withdrawn, passive, and uncommunicative; or aggressive, destructive, and nervous.
- ❖ Cries often, suddenly, and for seemingly no reason.
- ❖ Has unexplained injuries, too many "explained" ones, or has an injury that is inadequately explained.
- ❖ Complains of numerous beatings, of someone "doing things" whether or not parents are home.
- ❖ Goes to the bathroom with difficulty; limps, have burns, bruises, or patches of hair missing.
- ❖ Is unclean, smells dirty, has bad teeth or unwashed clothing, is too thin or constantly tired; exhibits dehydration or malnutrition.
- ❖ Is usually fearful of other children or adults.
- ❖ Has been fed inappropriate food, drink, or drugs.
- ❖ Their behaviour changes suddenly and dramatically, from being talkative to being quiet and withdrawn, or from being shy to becoming aggressive and rude.

A child who misbehaves is not always just a “trouble maker”. Often times, children act inappropriately as a cry for attention and help, yet we tend to pay special attention to the well behaved students in our class, and put aside the naughty ones. Remember that all children deserve love, and that they all need our help and attention, especially when they are in danger of abuse. Be sure not to ignore or write off children who misbehave. Try to find out what is behind their actions.

### **What to do if you suspect child abuse?**

Always take note of a child’s appearance, marks or wounds, and their behaviour. If you notice something that causes concern, try to find out from the child what is wrong. If you truly suspect abuse, do not hesitate to inform the parents or proper authorities. Abuse of any kind should never be taken lightly, and never ignored.

### **Child Counseling**

When a child is misbehaving or displaying any signs of abuse, try talking to them to find out what is wrong to confirm your suspicions. Discreetly ask the child to stay after class so you can talk, ensuring that it will not cause problems at home if they are late. Always respect a child's right to privacy, so do not try to get them to tell you what is bothering them in front of other people.

### **How to approach and speak to a child who you suspect is being abused:**

- 1) Make sure you are in a comfortable, private place with the child. The child should be in an environment where they feel relaxed and safe, and where they can speak to you in confidence.
- 2) Sit at a comfortable distance from the child, facing them, leaning forward a bit. Do not cross your arms or legs, look away from them or stare too much into their eyes, as these things will make them feel threatened or that you are uninterested.
- 3) Start with easy casual conversation, asking them about what they did on the weekend, or how they enjoyed the day’s lesson or games. Do not scare the child by starting with sharp, direct questions such as “Did someone hit you?”, or “Tell me what’s wrong.”
- 4) If the child seems to be comfortable speaking openly with you, you can lead into the topic by making an observation such as “I noticed you are not playing with your friends as much as before.” or “When we were playing sports you was limping.” Notice the child’s reaction to your observations. If they start to explain, listen attentively (nodding your head; looking at their eyes; not interrupting). When they stop talking, ask questions which need more than a “yes” or “no” answer (For example, do not ask “Did your father hurt your leg?”. Instead, ask “How did you hurt your leg?”). This will encourage the child to speak more, and be sure to listen carefully to their answers. Try to notice if they seem to be telling the truth, or lying to cover something up. Do not interrupt them, and if they start to cry, comfort them gently and let them finish speaking.
- 5) If the child shies away from the beginning, they may not feel they can tell you what is wrong. This is especially true with younger children, or those who fear to make the problem worse by telling someone. In such a case, you must make the child feel as safe as possible. Ensure them that whatever they tell you are just between you and them, unless you feel they are in danger, in which case you will do what you can to protect them. If the child does not open up at all (turns away from you; gives you short, closed off answers; keeps saying everything is OK without an explanation), try getting more information through methods other than asking questions. Give the child a piece of paper and pencils and ask them to draw their

family. Notice in the picture how they draw themselves compared to their parents or siblings. This can give you clues as to who the child is having problems with. (For example, if the child draws their aunt with very big hands, and they draw themselves much smaller than anyone else, this might be a sign that the aunt is abusing the child.) Also take note of what activities the people are doing in the drawing. Is the child cooking or carrying water while the other people are sitting or eating? Ask the child simple questions about what they have chosen to draw to be able to determine what some of the pictures mean.

6) Once you have spoken with the child, if you believe they are being abused, tell them you must speak to other adults about the problem. They might feel afraid or angry that you are telling their “secrets” but you must help them understand that the abuse will not stop unless the abusers are spoken to. The child may fear that the abuse will only become worse if you approach the abuser, because they will become mad at the child. This is sometimes true, so you must be sure to handle the situation carefully. However, there is no exception to the rule: If you suspect abuse, inform the parents or the authorities immediately. Remember that if you are speaking to the parents about possible abuse, do not approach them by accusing them or threatening them. This can make the situation worse for the child. Be polite but firm, explaining that you share their concern for the well-being of their child, and that is why you have come to speak with them.

7) Continue monitoring the child to see if the situation becomes better or worse. Offer them support and encouragement, and try to be there for them if they need to talk. Do not ignore or punish them if they misbehave, but explain to them that you care about them and you want to help, so you need them to help you by behaving in class. If the child continues to be troubled, follow up with the parents or the authorities.

It is very important to give support and attention to children who are suffering from abuse. We must try to understand their actions and help them heal. However, there are many factors in a child’s life that can cause emotional stress, so a troubled child is not always an abused child. **All** children need encouragement, no matter how they behave or what are the reasons behind their actions. Some reasons for a child being disruptive or disturbed are:

- ❖ Difficulty making friends or being teased by classmates: Make them feel better by helping them notice their good qualities (being smart, being helpful to the teacher, being artistic). You can also take aside those children who are teasing others and explain to them the importance of respecting everyone in the class.

- ❖ Stress with school work: Some children find it more difficult to learn certain subjects than others. In class, a child may become upset if they are not at the same academic level as others. If they are having trouble keeping up with their classmates, try giving them some extra time or assistance to do class work, but be sure not to make them feel stupid in front of others, and praise them when they do a good job. If the child is far ahead of their classmates, they may be bored with the lessons and also become disruptive. These children can be given more challenging assignments while the rest of the class continues with normal lessons, but try not to draw attention to the child’s academic level as that can cause jealousy and fights between the children. Children learn at many different paces. Do not try to make them all learn the same way in the same amount of time. Recognize their strengths and weaknesses and encourage them.

- ❖ Poverty: This is a serious problem that affects the majority of children in rural areas. Many of the children in our preschools have few belongings, too little food, and much stress at home due to lack of money. Their time at preschool should be a time to learn and grow and be happy, helping ease the burden caused by poverty.

- ❖ Loss of parents and family members: Today, people are exposed to many diseases and illnesses, including HIV/AIDS. The death toll is climbing everyday, leaving more and more

children orphaned. We must not only provide care and emotional support to these children, but also ensure that they are safe and informed. This includes talking to them openly about disease like HIV/AIDS, so the children do not feel ashamed or confused as to why their parents are no longer alive. Gossip and rumours about AIDS are plenty, and children often hear negative things that make the loss of their family members even more difficult to bear. Try to be someone the children can come to with their problems, and also speak to them honestly about the things that affect their world.

## Children and HIV/AIDS

Many people feel you cannot talk to young children about HIV/AIDS. This is because so many people wrongly believe that HIV only infects those who lead an “immoral life”. This is very untrue. In the same way that we teach preschool children about malaria, we must also teach them about HIV/AIDS. It is a disease that no doubt affects their world, and they must learn how to keep safe from it.

In today's world, **all children** are affected by **HIV/AIDS**. Although not all children will become **infected**, they are still **affected** and **vulnerable** to **AIDS**, and they must become everyone's responsibility.

### Teaching children about HIV/AIDS:

When teaching scholars about HIV/AIDS, it is important that you are very open and honest with them. Do not tell them myths and stories, but just simple facts. Tell them about the aspects of the disease that affect their life, such as:

- ❖ People cannot catch AIDS but they can become infected by HIV, the virus which causes AIDS.
- ❖ HIV is spread through needles, razors, or sharp objects infected with blood. Children must be reminded never to play with sharp things, and never to pick up razors and needles they may find on the ground.
- ❖ A mother can give her baby HIV even before childbirth (when the baby is in the womb), or through breast feeding.
- ❖ You **cannot** spread HIV from coughing, sneezing, sharing cups or plates of food, hugging or touching, kissing, or going to the bathroom.
- ❖ People who are infected with HIV are not “bad”, and deserve to be respected like everyone else.
- ❖ HIV/AIDS can infect **anyone** regardless of age, sex, religion, money, or lifestyle. We do not need to be ashamed of HIV/AIDS affecting our lives.

As a teacher, you also need to be aware of the dangers threatening you and your students, such as the threat of HIV/AIDS caused by lack of information, myths, and discrimination. Keep your children safe from infection and other diseases, as well as keeping yourself safe, so you can be there for the children for many years to come.

By working together and supporting each other, Communities can have an impact on the HIV/AIDS epidemic.

# HOW DO CHILDREN LEARN?

Children are natural learners-they are curious, interested, and enthusiastic about learning and experiencing new things. The best way to teach children is to build upon play and their natural learning styles.

The following is a guideline on how children learn:

- ❖ Children learn through play.
- ❖ Children learn by doing.
- ❖ Children learn through their senses.
- ❖ Children learn through language.
- ❖ Children learn on their own level.
- ❖ Children learn through praise and reinforcement.
- ❖ Children learn through imitation.
- ❖ Children learn by experimenting.
- ❖ Children learn through exposure.
- ❖ Children learn through interacting with friends.
- ❖ Children learn in a positive environment.
- ❖ Children learn through wholeness.

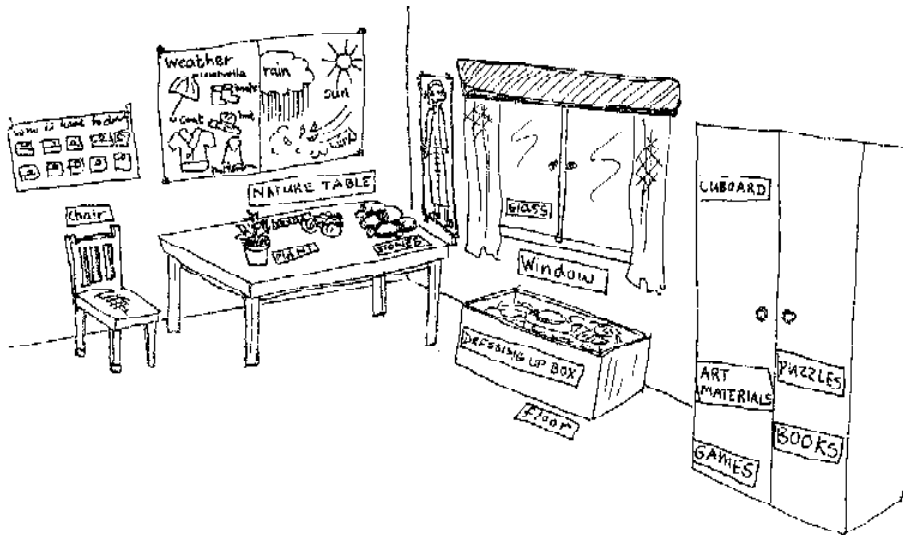
*Always take in consideration that the children are on the way to their future - to a world which you cannot imagine - and that they have much to learn to become in the forefront of development.*

**I HEAR AND I FORGET.  
I SEE AND I REMEMBER.  
I DO AND I UNDERSTAND.**  
*Chinese Proverb*



## Literacy in Early Childhood.

Many teachers think that by drilling and repetitive methods the children will learn the alphabet and how to read and write. Often forgotten in the child's education is teaching the child to love to learn; after this the alphabet, reading and writing will come. Literacy is a lifelong process, it takes exposure and creativity for the children to understand what is actually being taught. Children learn about written language when they see signs, books, prints, food wrappings, your job is to help the child understand that print has meaning. Create a print rich environment.



### How to promote reading.

#### ❖ Story reading-

##### *Before Reading:*

- Show the cover of the book, encourage predictions of the book's content.
- Discuss the author and illustrator.
- Allow children to discuss their own related experiences.
- Introduce the children to the main characters and setting.
- State a reason why the children should listen to the story.

##### *During Reading:*

- Encourage children to react and comment about the story.
- Elaborate when needed for the children's understanding.
- Ask questions occasionally to monitor children's comprehension.
- At appropriate points in the story, ask children to make predictions.

##### *After Reading:*

- Review the story components (setting, problem, goal, resolution).
- Help children to make connections with story and their own lives.
- Engage children in a follow up activity about the story.

❖ **Interaction and Environment-** Encourage a print rich environment. Charts, labelling, alphabet, numbers, the classroom should be full of print, a bare wall is a sigh for sore eyes.

❖ **Encourage parents involvement-** Ask the parents of the children to read to their children as well, it is important for the children to be read to so they associate books, lines, words, etc.



## Teaching Methods:

### 1. Singing:

Children learn from songs, because they find it funny and then it becomes easy to remember the text which is in the song.

### 2. Games:

Children learn many things through games:

→ After discussing a topic like malaria, the children can play with dolls in a group, and using the dolls, show how they would care for someone with malaria. By playing this game they will remember what they have learned in the lesson.

→ Many games - e.g. ball games have rules. It is good for the children to learn these games so they will learn to follow rules. This trains the brain and teaches the children to be organised. Children learn as well social skills.

Free play lets the children develop their imagination and creativity. They learn to think on their own.

### 3. Questions:

The children learn from answering questions. Have patience and let them try to find the answer instead of telling them the answer right away.

### 4. Story telling:

Children like to hear stories. Practise your story telling skills: Talk clearly and loudly, change your voice during the story - e.g. talk with a high voice when the girl in the story speaks and with low voice when the old man speaks. You can make up stories yourself relating to the topic of the week. Some stories can be well known children's stories. Children will learn to concentrate and listen through story telling. Ask them questions about the story afterwards, this will as well develop their language and ability to remember.



### 5. Drama:

Children find drama fun. Let them make sketches from some of the stories you read for them and about the topics you teach in class. Supervise with preparing the sketch, make it simple; where possible let them wear different clothes, use props.

### 6. Drawing:

Children learn from drawing. If they draw what you have been teaching them, they will remember the topic easier. They will also become more creative. You can demonstrate on the black board techniques of drawing skills, but give the children total freedom to draw and create.



### 7. Demonstration:

When possible carry out practical demonstrations. It makes it easier to understand things which are difficult to describe with words and it makes the topics more interesting. Children learn from experiencing what they are learning firsthand. If you are teaching about how a seed grows into a plant, for children it is hard to understand how a plant can come from such a small seed. So, if you demonstrate through having the children plant seeds and watch the plant mature, then the children will understand and won't forget.

### 8. Learning by doing and by experiencing:

Children learn best by trying things themselves. Even though your explanations may be very good, they will learn more if they practice what they have been taught and they will not forget it as easily. Children will learn many more things if they are able to see, smell, hear, and experience it. When possible take the children out. When convenient bring items with you, so you can show the children and let them experience; that the frog is cold, that the insect has six legs, etc...

### Developing Adults' and Children's Creative Potential.

Creativity can be applied to all aspects of life. When people think in a different way than they normally do, when they learn to look at things from a different view, that is creativity.

Creativity is the ability to have new ideas, to be original and imaginative and to make new versions of old ideas. Developing creativity in the classroom does not just mean allowing the children time with art and music, but giving the children the freedom and time to have original ideas and thoughts.

**Every child is creative by nature, it is up to the teacher to look for that creativity and nurture it.**

- ☆ Accept and appreciate individual differences. Remember children are unique and they express themselves differently.
- ☆ **NEVER PROVIDE A MODEL FOR CHILDREN TO COPY!**
- ☆ Permit the children to explore new ways to use equipment, provide opportunities to tryout unconventional ideas.
- ☆ Allow plenty of time for the child to experience activities.
- ☆ Appreciate ideas that may turn out unsuccessful as they are valuable learning experiences.
- ☆
- ☆



## THE LITTLE BOY

Once a little boy went to school,  
He was quite a little boy.  
And it was a big school.  
But the little boy  
Found that he could go to his room  
By walking right in from the door outside.  
He was happy,  
And school did not seem  
Quite so big anymore.

One morning  
When the little boy had been in school  
awhile,  
The teacher said:  
Today we are going to make a picture.  
Good, thought the little boy.  
He liked to make pictures.  
He could make all kinds;  
Lions and Tigers,  
Chickens and cows,  
Trains and boats -  
And he took out his box of crayons  
And he began to draw.

But the teacher said, wait!  
It is not time to begin.  
And she waited until everyone looked  
ready.  
Now, said the teacher,  
We are going to make flowers.  
Good, thought the little boy.  
He liked to make flowers.  
And he began to make beautiful ones  
With his pink, orange and blue crayons.  
But the teacher said, wait!  
And I will show you how. And it was red,  
with a green stem.  
There said the teacher.  
Now you can begin.

The little boy looked at the teacher's  
flower. Then he looked at his own flower.  
He liked his flower better than the  
teacher's.  
But he did not say this.  
He just turned his paper over,  
And made a flower like the teacher's.  
It was red with a green stem.

On another day,  
When the little boy had opened  
The door from the outside all by himself,  
The teacher said:  
Today we are going to make something  
with clay.  
Good, thought the little boy.  
He liked to make things with clay:  
Snakes and snowmen,  
Elephants and mice  
Cars and trucks -  
And he began to pull and pinch  
His ball of clay.  
But the teacher said, wait!  
And I will show you how.  
And she showed everyone how to make  
One deep dish.  
There, said the teacher.  
Now you may begin.

The little boy looked at the teacher's dish.  
Then he looked at his own.  
He liked his dish better than the teacher's  
But he did not say this.  
He just rolled his clay into a big ball again,  
And made a dish like the teacher's.  
It was a deep dish.

And pretty soon  
The little boy learned to wait,  
And to watch,  
And to make things just like the teacher.  
And pretty soon,  
He didn't make anything of his own  
anymore.  
Then it happened  
That the little boy and his family moved to  
another house,  
In another city  
And the little boy  
Had to go to another school.

This school was even bigger  
Than the other one,  
And there was no door from the outside  
Into his room.  
He had to go up some steps,  
And walk down a long hall  
To get to his room.

And the very first day  
 He was there,  
 The teacher said:  
 Today we are going to make pictures,  
 Good thought the little boy,  
 And he waited for the teacher  
 to tell him what to do.  
 But the teacher didn't say anything  
 She just walked around the room.  
 When she came to the little boy  
 She said - "Don't you want to make a  
 picture?"  
 "Yes", said the little boy,  
 "What are we going to make"  
 "I don't know until you make it", said the  
 teacher.

"How shall I make it?" asked the little boy.  
 "Why, any way you like," said the teacher,  
 "And any colour?" asked the little boy:  
 "Any colour", said the teacher,  
 "If everyone made the same picture,  
 And used the same colours,  
 How would I know who made what,  
 And which was which?"  
 "I don't know", said the little boy,  
 And he began to make a red flower with a  
 green stem.



**Learn from this story, never let the children copy and imitate, challenge them to have original thoughts and ideas and they will go further than you can ever imagine in life.**

**Importance of Play and Play Materials.**

Play is an important part of nurturing a child's development and creativity. It provides opportunities for the child to role play and develop social skills. As the adult and teacher, it is your role to support the play, but never to dominate. Capitalise on children's thoughts and ideas, but never force a point of view.

**When playing, children:**

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| ☆ learn to figure out how things work | ☆ pick up new words and ideas        |
| ☆ develop confidence                  | ☆ think creatively                   |
| ☆ build their small and large muscles | ☆ are independent                    |
| ☆ use their imagination               | ☆ use problem solving skills         |
| ☆ learn to co-operate with others     | ☆ feel in control of the environment |
| ☆ don't need incentive to do it       | ☆ have fun                           |

**Play is the child's work the same as teaching or farming is an adult's work.**

Children's interest in toys and ways they play with them change as their minds and bodies develop. Providing play materials is essential for play to occur. Toys do not have to be bought, expensive, or complex; simple toys are often the most enjoyable to children. Toys can easily be made, it is just a matter of creativity in using what you have available. Puzzles, books, sand pits, outdoor play, all of these can be easily made. (More on this subject later in school environment.)

### **Art Experiences for Young Children.**

Art represents another opportunity for children to recreate and symbolise their experiences. This doesn't have to be limited to just paper and markers. Local material can be used; clay, sand, leaves, grass, branches, charcoal drawing, seeds, and much more. Be sure you have enough material for all children - leaving children waiting for material is not being productive of their and your time. If there isn't enough material for all children give some an alternative. Commenting on a child's product of imagination is important, positive comments will extend the children's learning and confidence.

### **Music and Movement for Young Children.**

Young children get a lot of enjoyment from singing (and being sung to), playing musical instruments, rhythm and sounds, dancing and movement activities.

- ❖ Remember, all children are musical.
- ❖ Music helps children develop:
  - Rhythm
  - Movement
  - Listening and concentration skills
  - Fine and gross motor skills
  - Language skills
  - Imagination and creativity
  - Social skills

**(For more ideas on activities, games, songs, etc. for learning look in the appendix.)**

## **HOW TO RUN A GOOD PRESCHOOL**

### **Managing the Preschool.**

Good management, record keeping, planning, organising, hygiene, environment, materials, teaching methods, knowledge, and so on will result in a successful preschool.

### **Record keeping.**

- ❖ Register the children participating in the preschool. You should have an attendance book where you mark **EACH DAY** if the child attends or not. Also, in this book you should keep track if a child is sick or take note how long they are out. Use this book, check it regularly - take action if some do not come, take action if you notice any patterns of tardiness, absenteeism, etc.
- ❖ Take note of the children's progress. Accurate notes are essential to know how each child is learning and developing. Also these notes will allow you to show the parents how their child is progress which will result in a better payment record.
- ❖ Keep track of payments. As a community preschool it is important that parents pay and that you have contracts and agreements with every student's parent/guardian. You rely on support from the parents. Often parents don't pay on time, or even at all - be prepared. (We will cover this more in depth later on.)
- ❖ Make a budget for running the preschool. It should include the amount you expect to get from the parents. This way you have an estimated income. You should then make a budget for the expenses of the preschool; chalk, maintenance of the building, paper, pencils, etc. \*Sometimes parents don't pay accordingly to the budget and all the money IT WOULD SEEM should go to the preschool teacher. It may be fair, but remember if the child does not learn the parents won't pay the next semester.

### **Make a year plan.**

❖ This calendar should include when the children attend classes, holidays, special events, sports, competitions with nearby schools, what each week will cover, open days, etc. Present and discuss this calendar with the preschool committee, so they can mark their calendars and plan on assisting on certain functions. Usually this calendar coincides with the local school system.

### **Plan and organise the day well in advance.**

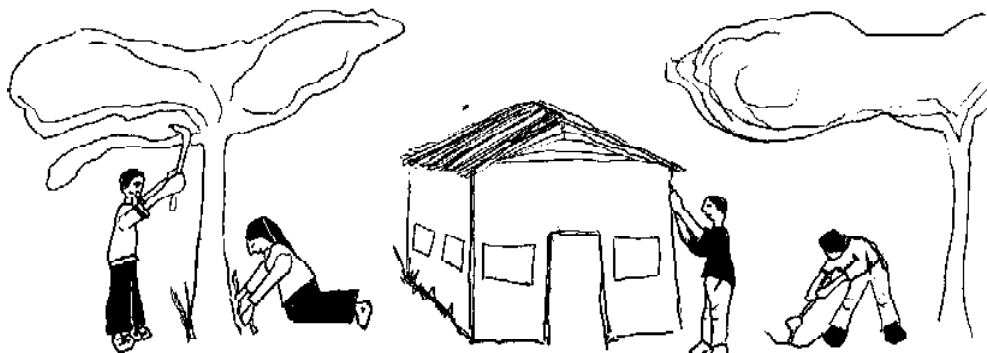
❖ Make a detailed plan for the week before it has started. If the week includes a field trip- plan ahead where you will visit, set-up if you need any help supervising children beforehand, then you will have a successful day.

❖ Have a schedule that the children can follow. In this manual we give you an example of a schedule you can follow. Remember- this is just an example if it is better to meet later in the day or earlier or whenever- put this time frame on your schedule. Make it your own. Also, it is important to display and discuss with children the schedule so they know when they are expected to be in their seats.

❖ Organise the children so they are always active. Don't have "dead" time where children just sit with nothing to do. Children's time is precious as is yours, every minute should be filled with something exciting to do.

### **Involve the parents.**

❖ Parents need to be involved with their children's education and development. Asking parents to assist in the preschool and having open days where the community can visit will help to get more participation and assistance for the school. Also when parents are allowed to see firsthand how their children are progressing they will be more willing to pay.



### **Co-operation with the preschool committee.**

❖ The preschool committee must be active in all aspects of the preschool. The members should meet regularly; at least monthly. If the committee is not active, the preschool teacher should get assistance from the headmen, local school, and if needed change some members in the committee. At the meetings there should be various items on the agenda that should not be forgotten:

1. **Quality of the education:** One or more in the committee should be assigned to inspect the preschool and to report in the monthly meetings on their findings.

2. **Payment:** The committee needs to look over the payment record and see which parents have not paid. The members must be active in ensuring the payments. This can be done by directly collecting payments, grains, chickens; or it can be done by calling a meeting; or it can be done by mobilising the parents to bring the payment to the teacher.

**3.Active in supporting the Preschool Teacher:** Members of the committee can assist in making a roster for parents/siblings/community members to assist with special arrangements and tours in the community. Preschool teachers should already know what days they need more assistance.

**4.Maintenance and improvement of the preschool building:** The committee should discuss and take action how to maintain the building and the surroundings. When needed they should plan and take action how to improve the surroundings, such as building a latrine or even building a new preschool structure.

#### **Ensure good co-operation with the primary school.**

❖ Co-operation with the nearby primary school is essential. The children you teach today, will be the pupils in the primary school in the year to come. Agree with the headmaster/PTA committee how many of the pupils in the preschool will be enrolled in the coming year. Invite the teachers to inspect the preschool and listen to the advice the teachers give. Plan a day where the children can tour the school, maybe even be part of grade 1 for the day. Borrow, when possible, teaching material from the school. The school might, for example, have posters you can use. If you borrow any material ensure to return it on time. That is how you will be assisted again.

#### **Ideas to get in payment.**

❖ This is a community school, and you rely on support from the parents. Often parents do not pay on time or even at all. **Be prepared for a constant battle.** Most parents cannot pay monthly as they do not have cash all the time. Make a written agreement with parents/guardians on how they will pay. This can be, for example, in the form of maize, groundnuts, or other grains after harvest; then they pay for the whole year. It could be in the form of a chicken every term. It could be in the form of labour, for example, digging a 3 m deep hole for a pit latrine. If the parents do not honour the agreement, they should be warned. If they still do not honour the agreement the child needs to be sent home. If you teach without payment, next year most parents will not pay, and you will have to close the preschool.

#### **Physical Detail of the Preschool.**

Maintenance and improvement of the preschool is important in running a good preschool. Make the school a second home for the children, a place they will feel welcomed and comfortable. The inside should not just be a bare walled room, but decorated and a print rich environment. A preschool should be noticeable in the community. Make sure it is in good upkeep and clean. Label your preschool. Most important to the physical detail of the preschool is having good sanitation.

#### **Print rich environment.**

Children learn from experiencing, seeing, hearing, and doing. In the preschool children should be provided with a print rich environment. Charts, graphs, pictures, labels, alphabet, numbers, words, etc., should be displayed. Display children's artwork, ask to borrow pictures, diagrams from community, nearby schools, health clinic. Exposing children to print early in life will help in their literacy learning.

#### **Neat and clean.**

The preschool is an example for the children and the community. At all times the school should be clean inside and out, with a neat appearance. The preschool committee should be active in making sure maintenance is carried out. Give the children responsibility to carry out cleaning. Make a roster so it gets done.

### **School sanitation.**

In order to keep the children healthy and to teach about good hygiene behaviour, the preschool **must** have access to a latrine and a hand-wash facility. There must be safe drinking water for the children as well. The community must assist to make this basic hygiene is in order. **No preschool should run without a latrine.** A temporary one could be put up while parents prepare brick etc. Children learn by doing and if they do not have access to these basic facilities how will they learn good hygiene behaviours?

## **OBJECTIVE OF THE PRESCHOOLS**

*The preschools are community based and community run pre-schools for children between 5 to 7 years of age. Each preschool has between 30 to 50 children enrolled. The aim of the programme is:*

### **To prepare the children for primary school.**

- ❖ Get the children used to an organised life with other children.
- ❖ Get them used to concentrating.
- ❖ Develop their ability to express themselves.
- ❖ Get them used to listening and asking questions.
- ❖ Help them to become relaxed and confident in the school environment, so that they will not be shy.
- ❖ Teach them the alphabet and help them understand the benefits of reading.
- ❖ Teach them to count and to understand the use of numbers.

### **To develop the children's mental ability through creative activities, games, and discoveries.**

❖ The child shall learn to use their hands to create things:

- ✓ Make drawings.
- ✓ Make things out of clay and paper.
- ✓ Plant trees and grow vegetables.
- ✓ Learn to work together.

❖ The child shall learn through their own discoveries:

- ✓ The child will learn that the plant grows from a seed; when he/she sees it germinate and later plants it.
- ✓ The child will learn about what a clean village should look like by visiting such villages.
- ✓ The child shall learn to analyse and understand how things are connected and why things are a certain way.

✓ Children are always learning. **Teachers** help the children to learn more about themselves and their world by providing experiences and materials the children may not have at home. The teacher adds to what the children learn within the family.

❖ The children shall learn through games and play:

- ✓ Developing the imagination.
- ✓ Learning to think independently.
- ✓ Setting themselves new challenges and finding new ways to succeed.
- ✓ Organising themselves about the game.





**To develop the children's body.**

- ❖ The child shall develop the body through sports, games, and play.

**To promote the children's social attitude.**

- ❖ The child shall learn to be together with other children in a good way.
- ❖ They shall learn how to behave correctly in various situations; when they are with older people.
- ❖ They shall learn the value of avoiding and inflicting physical or emotional pain on another person.
- ❖ They shall understand to respect rules; even if it means losing the game.
- ❖ They shall learn to help other people, for example those who are sick and have disabilities.

**Develop the children's emotional aspects.**

- ❖ Give the children confidence in themselves and their abilities.
- ❖ Develop their confidence and their ability to speak in front of others.

**To give the children ideas of correct values and encourage the development of a good moral code.**

- ❖ Helping others.
- ❖ Not hurting others.
- ❖ Listening to others.
- ❖ Being honest and reliable.
- ❖ To value people and nature.

**To teach the children about their culture.**

- ❖ The children shall learn traditional dances.
- ❖ They shall be able to sing a variety of songs.
- ❖ They shall understand their country's history.

**Give the children the knowledge to take good care of themselves.**

- ❖ The children shall learn about hygiene.
- ❖ The children shall learn about common diseases and how to avoid them.
- ❖ The children shall learn about how to avoid accidents and what to do with small wounds.

**Give the children a broad spectre of knowledge so they can take charge of their future.**

- ❖ The children should be taken seriously and should learn big things. Some adults think that small children only can learn small things. This is not the fact, small children are able to learn big things. This demands that the preschool teacher explains the big things in ways that the children can understand.
- ❖ The children should understand how the world works around them. Their history and the h the human society. They should learn to take charge of their own futures.

# THE PROGRAMME

Every day the children need to be challenged and learn through the following:

**Use it's brain** - learn something new - learn to analyse and think independently.

**Use it's hands** - learn creativity, productivity, organisation.

**Use it's imagination through experiences** - learn by activities outside the school.

**Use it's body** - through sport, singing, play, and dances.

## The day structure:

30 minutes: **Gathering, registering, cleaning, and beautifying the school and surroundings.**

15 minutes: **What the teacher has prepared:** Here the teacher prepares something special for the day - local news, a good story, songs, an important message, etc.

30 minutes: **Topic of the week:** Which includes knowledge about the community.

15 minutes: **Preschool lesson:** Learning the alphabet, counting, or English words.

30 minutes: **Topic of the week:** Learning to stay healthy, history, nature, the planet, other countries, production, etc.

30 minutes: **Break:** Time for the children to eat food brought from home and for free play.

30 minutes: **Continue topic of the week.**

30 minutes: **Sports, games, organised play, actions.**

Note: One day in a week you should take the children on a field trip in the nature or in the local community. That day you will not follow the normal structure as the trip will take most of the time.

## THE WEEKLY TOPICS.

The curriculum is set up that every week you will teach the children a new topic. These topics are organised into months and you have 9 monthly headlines. This is for the children better to understand the various topics.

An example: The headline for the first month is; Healthy and Well. The 4 weekly topics under this headline are as follows: 1) Our body. 2) Keep it clean. 3) Eat good food. 4) No accidents.

### Go through the topics using the following guideline:

#### **Monday: Learn to understand the topic through teacher presentation.**

The teacher presents the topic through explaining, displaying drawings, using objects, illustrating on the blackboard, using body language etc. The children listen, ask questions, and understand. They use their brain to understand, they practice listening, they ask where they did not understand. The children are given a task to solve until the following day. It could be to collect some leaves, flowers, ask certain questions to their parents, make a map of their home etc.

#### **Tuesday: Learn the topic through expressing themselves.**

The children present how they solved the task. They explain the topic from the following day; e.g.. using drawings or objects. The teacher asks questions and puts in additions where the children have forgotten vital information. This day the children develop the language, practice to express themselves, they become courageous, as they themselves have to stand in front of the other children explaining difficult things.

**Wednesday: Learn the topic through experiences and using their imagination.**

The children are taken for a walk to the nearest village, to the clinic, to the school, to the river, or what is convenient to learn more about the topic of the week. This day the teacher ought to make an agreement with some parents or youth in the area to assist taking the children out. With more supervision the children can ask questions and as well it is safer for the children.

**Thursday: Learn the topic using creativity and productivity.**

The children can use their creativity to illustrate what they have learned such as drawings, making things with clay etc. Or they can be active in carrying out an action such as assisting a nearby farmer, watering the garden, helping the old widow cleaning her home etc.

**Friday: Concluding on the topic.**

The teacher and the pupils conclude on the topic of the week. Revise what was learned. Agree how to follow up on the actions agreed upon. Sing songs and tell stories illustrating the topic.

***Example of Day and Week Plan***

<b>Time</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
8.00 - 8.30	Cleaning Registering	Cleaning Registering	Cleaning Registering	Cleaning Registering	Cleaning Registering
8.30 - 8.45	Songs The teacher's surprise	Songs The teacher's surprise	Songs The teacher's surprise	Songs The teacher's surprise	Songs The teacher's surprise
8.45 - 9.00	Preschool lesson. Alphabet or numbers or English	Preschool lesson	Topic of the week. Learn from experience - Make a tour to the community/ nature...	Preschool lesson	Preschool lesson
9.00 - 9.30	Topic of the week. Presentation of the topic	Topic of the week. The children express themselves		Topic of the week. Use the hands - Drawing, clay, production etc.	Topic of the week. Revision, conclusion, story telling
9.30 - 10.00	Break Latrine visit, eat food, free play	Break		Break	Break
10.00 - 10.30	Continue topic of the week	Continue topic of the week		Continue topic of the week	Continue topic of the week
10.30 - 11.00	Games, Practical activities.	Ball game, play ground.	Games, dances	Free play, play ground	Gymnastic, games.

The **DAY PLAN** will vary a little from one preschool to another. (For example - some preschools meet in the afternoon, while others in the morning.) The day plan may also vary from day to day; one day the topic may take longer than other days. The preschool teacher will therefore need to adapt the schedule and plan the day well in advance; prepare more games, songs, activities the days where the topics takes less time.

# Year plan

It is often a problem for parents in the rural areas to pay the preschool contribution at the end of the rainy season. At the same time it is often difficult for the small children to come to the preschool in the most heavy part of the rain season. The teacher and preschool committee can of course decide to run a longer preschool programme, and will in that case revise some of the topics. This programme proposes that the pre-schools starts around April. 5 weeks before the primary schools start. The preschool will thereafter follow the school calendar concerning holidays.

## FIRST TERM

	Topic	Alphabet, counting, English.
<b>1st week</b>	<b>Introduction week</b>	
<b>1st month</b>	<b>Healthy and well</b> 1) Our body. 2) How to avoid getting sick. 3) How to avoid accidents. 4) Healthy food.	*Count 1 to 10 *Learn to know A to J *English greetings

## SECOND TERM

	Topic	Alphabet, counting, English, science.
<b>1st month</b>	<b>Animals</b> 1) What animals look like and why. 2) How animals grow - care for young ones. 3) How we use animals. 4) The cycle of life.	* Revise 1 to 10 and learn 10 to 20 * Revise A to J and learn to know K to T (Only reading - not writing) * Revise English greetings and learn name of animals.
<b>2nd month</b>	<b>Our community</b> 1) Make a map of the village. 2) Our family. 3) Who live here and what are they doing? 4) History - How did our grandparents live when they were children?	* Revise all the letters and numbers * Learn U to Z. * Revise and practice English words and learn words about the community.
<b>3rd month</b>	<b>Plants, time and colour</b> 1) Time - day, week, seasons. 2) How plants grow. 3) How we use plants. 4) Colours.	* Revise all the letters in the alphabet. * Revise counting to 20. * Learn the name of plants in English.
<b>Special functions</b>	<b>Open day:</b> End of the term with an open day inviting parents, teachers from the nearby primary school and influential people in the area. <b>Sports day:</b> Organise a sports function with the primary school/ another nearby preschool. <b>Report about each child:</b> Write a short report to the parents how the child is doing and what the parents can do to help the child forward.	

## THIRD TERM

	<b>Topic</b>	<b>Alphabet, counting, English, science.</b>
<b>1st month</b>	<b>Our country</b> 1) We learn about Zambia. 2) How do we move around. 3) How do we communicate. 4) Gender roles for boys and girls.	* Learn to write the letters A to J * Learn to write the numbers 1 to 20 * Revise all the English learned and practice it. Learn new words.
<b>2nd month</b>	<b>Healthy and well</b> 1) Our body again. 2) Don't forget to keep it clean. 3) We help other people. 4) Our rights.	* Learn to write K to Z * Learn to count 20 to 100 * Revise and practise English.
<b>3rd month</b>	<b>The world</b> 1) How people live in other countries. 2) The sun, moon and stars. 3) How things are produced. 5) We live in a changing world.	* Revise counting and writing all letters. * Revise and practice English words.
<b>Special functions</b>	<b>Enroll children into grade 1:</b> Secure all children ready for grade 1 will be enrolled. Work with parents and head teacher in the nearby school.	
	<b>School visit:</b> Let the children visit the school and meet the teacher they will have in grade 1.	
	<b>Open day:</b> End the term with an open day inviting parents, teachers from the nearby primary school and influential people in the area.	
	<b>Culture day:</b> Organise a culture arrangement/ sport or what you and the preschool committee would like on the Independence day.	
	<b>Report about each child:</b> Write a short report to the parents showing the end result for the child	

# 1ST TERM

## 1ST WEEK - INTRODUCTION WEEK

### **Objective:**

The children are just beginning Preschool. Most are not used to being away from their families. The first week is an introduction for the children. They need to learn the teacher's name, each other's names, daily routines, and the physical environment. Be patient and understanding during this time, and make this learning experience fun for the children.

### **What to prepare:**

Materials, the preschool-make sure it looks nice and welcoming. Most importantly, make a good plan for the week - using the following as inspiration.

### **The course:**

#### **Monday:**

- Register children.
- Introductions: You introduce yourself, and let children introduce themselves.
- Teach them how to greet in the morning.
- Tell them when to come to school.
- Show and explain how to use the toilet and hand wash system.
- Sing two well known songs together with the children.

#### **Tuesday:**

- Start with the same two songs from Monday.
- Let the children tell their names again.
- Then you can play a name game: The idea with the name game, is to make the children familiar with each other's names in a fun way.
- Revise what the children learned on Monday.
- Play some easy games, cultural dances, and songs.

#### **Wednesday:**

- Start with some songs.
- Play the name game again.
- Explain about reading and the letter A.
- Revise how to use the hand wash and latrines.
- Play some more games.

#### **Thursday:**

- Start with songs.
- Revise the letter A and teach B.
- Tell a story from a story book.
- Play some games outside such as chase, hide and seek, etc...

#### **Friday:**

- Sing some songs , revise everything they learned in the week.
- Teach the children to count to 5 and play some games, gymnastics, or sports, etc...

## HEALTHY AND WELL.

This month aims at giving the children a basic understanding of their body. Help them understand that they have a responsibility in keeping themselves healthy. They will learn why they should keep themselves, their food, and their surroundings clean. As well as, how to avoid accidents and how the body needs healthy food. They will learn how diseases are cured and what to do in case of small injuries. Remember: The preschool must be a good example for these lessons and have good sanitary facilities. The teacher should assist the children in using the latrine and hand wash.

### HEALTHY AND WELL 1 OUR BODIES. ( 2nd week of 1st term)

**Objective:** To teach the children the different parts of the body, and to make them aware how these body parts function. To teach the children the five senses and make them understand how they work.

#### The course:

##### Monday:

Ask the children about the name of the various body parts and also what these parts are used for. (Only cover the outside parts - such as head, hands, fingers, hair, eyes, mouth, nose, ears, etc...)

Take the children outside. Let the children sit under a tree near the preschool.

♫ Ask the children, what they use for seeing? Ask the children what they can see now? (e.g. other children, the sky, the sun, houses, trees, grass, cows etc..) Ask the children one by one to mention one object. Ask half of the children.

♫ Ask the children, what they use for hearing? Then ask the children to be totally quiet for a little while (e.g. 2 minutes) with closed eyes, and listen very carefully. Then you can ask the children what they heard. ( e.g. cows bells, birds, singing, the sound of the wind in the tree leaves, a dog barking etc..) Ask the other half of the children what they heard.

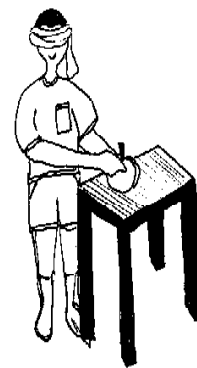
##### Tuesday

♫ Begin by asking the children what they use for seeing and what they use for hearing.

♫ Then ask the children, what they use for touching? Ask one child to volunteer. Blindfold the child and give him/her something in the hand to touch (which you have brought in advance). Ask the child questions: Are the things smooth or rough? Cold or warm? Big or small? What is it? How many are there? (It can be leaves, stones, fruit, beans, a bottle etc..) Continue with new items and other children. (10 children)

♫ Next, go over the body parts with the children and what each part is used for. The teacher can demonstrate actions, use pictures, have other children demonstrate-

♫ **This should not just be the teacher talking, but should have the children actively involved.**



### **Wednesday:**

- ☞ Start to ask the children what they use for seeing, hearing, touching and for tasting.
- ☞ Bring some food with different tastes. Blindfold a child and let him/her taste and guess what it is: E.g. sugar, salt, boiled sweet potato, lemon etc.. First ask the children how it tastes: Does it taste good, bad, sweet, sour etc.. Give more children a chance to taste (10 children)
- ☞ Ask what the use for smelling.
- ☞ Blind fold some other children, and let them guess different smelling items - such as kapenta, soap, flowers etc.. Ask the children how it smells: Does it smell nice, bad, mild, strong etc..

Pair the children together. One child blind folds the other child. The “seeing” child takes the hand of the other, and asks “what is this”- putting the hand on the nose, the stomach etc.. After a little time, let the children switch.

### **Thursday**

Test the children’s eyes. Draw something which is very easy for the children to recognize on a paper in different sizes - some of them must be very small. Ask the children if they can see the drawings. Ask if any children cannot see the very smallest. If you find out any of the children have bad sight note it, so they can always be near the front when teaching.

Give the children each one piece of paper and a pencil. Ask three children to volunteer to come up to the blackboard and draw a person. Teach the children how to hold the pencils. Let all the children draw a picture.

### **Friday:**

Revise all the lessons for the week. Let the children express themselves about what they have learned. They should be able to tell the name of the senses and what the different senses are used for. The name of the body parts and what the body parts are used for.

<h3><b>SOME STORIES FOR THE WEEK</b></h3>
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☺ Tell a story about a handicapped child, who is missing one leg. He wants to play with the other children, but they chase him away. The boy is very unhappy - because it is not easy to be handicapped, and on top of this he has no friends. The mother of one of the children sees this, and explains to the children, that this behavior is bad. They now change and help the boy instead. The father of one of the children make some crutches, which the child uses to walk. The boy becomes happy, because he now has many friends. In school he manages very well, because he always works hard. When he grows up, he becomes a teacher - and a very good teacher. He always remembers how the other children helped him and therefore he always ensures to take good care of everybody in the class and help those who have difficulties. Discuss with the children what they can learn from this story. Ask if the children know any handicapped people.

☺ Tell about how blind people learn to find the way, even if they cannot see anything. Explain that they can also learn to read, using special books, where the letters are holes in the paper. Explain about how deaf people learn to understand what people are speaking just by reading the movement of the mouth. (Show how you use the mouth differently for saying different words.) Explain also, that there is a language, which can be spoken by the hands. That is a language, used by deaf people.



## SOME GAMES FOR THE WEEK

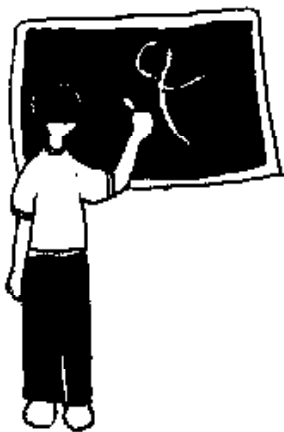
☺ Put the children in a ring and whisper a word into their ear. Let the children whisper the same word the whole way around the ring. Let the last child tell the word. Tell the children which word, you started with. Often the word has changed, because the children did not whisper - or listen well.

☺ Play another game with the children: The children stand in a circle - and the teacher stands in the middle of the circle. The teacher tells the children to touch the body part, which she/he mentions - and mentions one after another the body parts, which the children learned about. The children who get it wrong go out of the game. The last child has won.



☺

**Children experiencing the 5 senses; hearing, seeing, touching, smelling, tasting.**



**Child drawing a picture.**



**Story telling.**

## **HEALTHY AND WELL 2**

### **KEEP IT CLEAN ( 3rd week of 1st term)**

**Objective:** To make the children aware how they can prevent various diseases through practicing good hygiene. They should know how to follow the basic hygienic rules.

**What to prepare:** Make in advance an appointment to visit a family with good hygiene practices. Have materials ready to make tooth brushes - or know where to get them.

#### **The course**

##### **Monday:**

★ Introduce the topic to the children.

➤ Start to ask the children what they learned last week. They (hopefully) will answer about their bodies. After revising some, begin asking how our bodies feel when they get sick. The children could explain about pain, fever, vomiting, diarrhea etc.. You can expand so to cover all areas of how our bodies experience sickness.

➤ Explain to the children how this week is about how to prevent those diseases.

➤ One major reason for getting sick is because of eating or drinking dirty things. This is because of small germs, which spread the diseases. These germs are especially found in dirty water, the soil, and faeces. They are so small that we cannot see them - but they are very dangerous. Show the drawing about the person defecating behind the house - and how the whole family in the end ends up with diarrhea. Explain how the germs moves from one person to the next person.

➤ Show the drawings explaining how to use and not use latrines. Ask the children who of the two boys are doing the correct thing. Ask why it is important to use a latrine.

➤ Show the drawing about washing hands. Ask why it is good to wash hands after using the latrine.

➤ Show the drawing illustrating clean and dirty water. Ask the children about who of the two people drinking water can become sick? Why is the water from the dam dirty? From where should we drink/ not drink water? (This question should be specific on the local conditions: E.g. from the bore hole - from the dam after it has been boiled etc..)

➤ Personal hygiene - Show the picture of hygiene. Ask the children in which way the children on the pictures keep themselves clean and healthy.

Teach a song (in the children's local language) about hygiene - and let them act as well:

- *This is the way we wash our face, wash our face, wash our face.*
- *This is the way we wash our face early in the morning.*
- Continue with *comb our hair, wash our body, clean our home* etc..

##### **Tuesday:**

★ Revise the topic from the previous day, by showing the same drawings and ask the children questions. Secure that different children talk. Let them practice in expressing themselves - and not just answer some few words. Let for example one child explain how bacteria move from one person to another using the drawing.

★ Tell them about Malaria. The symptoms and how the disease are spread by Mosquitoes. Explain what to do to avoid many mosquitoes, such as slashing tall grass and cover water ponds. Tell also methods to avoid mosquito bites: You could bring a mosquito net and tell how one can sleep under this net. To burn certain leaves etc..

★ Make a toothbrush out of local materials. Show the children how to brush their teeth. Let the children make their own toothbrushes and let them clean their teeth.

**Wednesday:**

- Clean around the preschool together with all the children.
- Visit a family nearby. Discuss with the children, about the things you see which have to do with hygiene. (Dish rack, refuse pit, drinking water kept in safe containers, etc..) Let the children explain how the various items prevent them from becoming sick. Look at the latrine, hand wash, dish rack, refuse pit, compost pit, drinking water etc.. Explain how to use the various items.

**Thursday:**

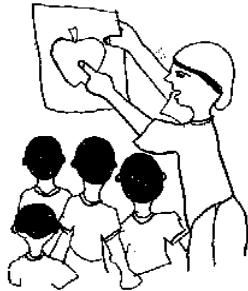
- Ask some children to volunteer to act out ways they can keep themselves healthy. Let this be a game. Tell the child acting not to speak and have the other children guess what they are doing. For example one will show; brushing teeth, another going to the latrine, one washing hands etc....
- Discuss with the children what to do if they get sick in spite of taking good care of themselves. They should know to tell the parents, about going to clinic. Discuss methods to get cured such as taking medicine and getting injections. Ask the children who has been sick and how they were cured.

**Friday:** Revise the topic from the past week. Ensure that all children know the following:

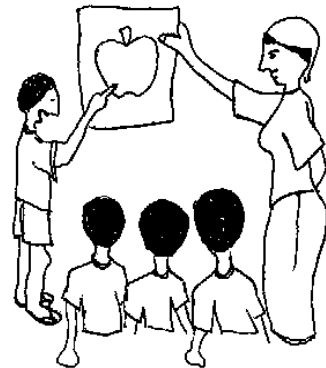
- 1) How diseases spread through dirty food and water - and how to keep food and water clean.
- 2) How one can get malaria from mosquitoes and how to minimize the mosquitoes.
- 3) That the children know how to get cured if they get sick
- 4) That the children know good personal hygiene.

Ask the children questions, let the children express what they have learned. This is a good chance for you to see if the children have understood. If they don't know some things, review with them. If they don't know a lot-then maybe you should try to explain it differently to the children.

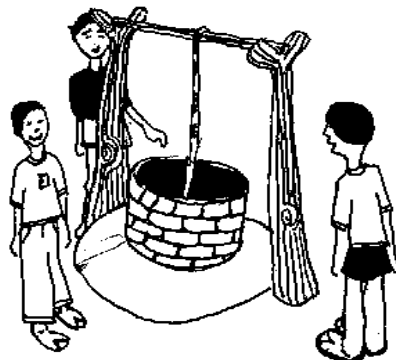
Don't move on to another subject until the children know the subject.



The teacher explains and the child continue to tell about the picture.



Visiting a well.



# **HEALTHY AND WELL 3**

## **NO ACCIDENTS ( 4th week of 1st term)**

**Objective:** Teach children how to avoid accidents in the home and on the road. They should also be able to treat small wounds.

**What to prepare:** Bring a bucket and soap for cleaning wounds (Wednesday). Prepare some sketches in advance for Thursday.

### **The course**

#### **Monday**

- Show the children the drawings illustrating some dangerous situations. Ask the children what can happen with the children on those pictures - and how to avoid the accident.
- Ask the children if any of them, or any of their sisters and brothers have been involved in some accidents. After each child has explained about an accident ask all the children how this accident could have been avoided. Through the discussion you will come to conclusions with the children about how to avoid accidents. (Not play with knives, take care of fire, do not drink anything you do not know, take care of the traffic etc..)

#### **Tuesday**

- Revise the main conclusions from the previous day. Let the children express themselves.
- Explain and demonstrate what to do, if someone gets wounded:
  - ☞ Burns: Put the burnt place in cold water for a long time. Tell the children that many think it is better to put on oil, Vaseline etc.. Make it clear that the **only** good thing is cold water. If the burnt place is big or badly burnt then go to the clinic.
  - ☞ Small wounds: Wash with soap and water (if no soap - salt). Keep it clean - cover it with some material to keep away flies.

#### **Wednesday**

- Revise what to do with burns and wounds.
- Check if some children have wounds. Let those children clean the wounds. (You should remember to bring buckets and soap).

#### **Thursday**

Show some sketches (which you have prepared with a few of the children the day before). Bring things for the sketches, such as a bottle, a pot, a bucket with water, soap etc.. After showing each sketch - ask the children, if what they saw was correct or wrong:

Examples of sketches to play.

- ☺ A child finds a bottle with something. Not knowing what it is, he wants to taste it. It is poison and he gets very sick.
- ☺ Some children play near a big road. A car runs down a child.
- ☺ A child takes a pot from the fire. She drops it over her foot. She quickly puts the foot into cold water.
- ☺ Two children get wounds on their feet from sharp stones. One puts soil on the wound - while the other washes it with soap and water.

#### **Friday:**

- ☞ Revise the lessons learned in the week. Ensure that the children have learned:
  - 1) About common accidents.
  - 2) What to do if one gets injured.
- ☞ Teach a song about safety: *I want to cross the road, I want to cross the road, Look left, look right, look left again, and then you cross the road* (in local language).

## **HEALTHY AND WELL 4**

### **LET'S EAT GOOD FOOD. ( 5th week of 1st term)**

**Objective:** Children should know that you become healthy if you eat healthy food and sick if you eat unhealthy food. They should know what healthy food is.

**What to prepare:** Bring some different kinds of food for Tuesday. Arrange to visit a family on Wednesday.

**The course:**

**Monday**

- ★ Start to revise with the children what they learned about being sick and what to do to avoid getting sick. The children should mention about good hygiene and about avoiding accidents.
- ★ Continue to explain that there is another important issue for keeping the body healthy. That is good food.
- ★ Show the drawings on various types of food. Tell that there are three types of food.
  - Food that makes our body grow strong: groundnuts, kapenta, eggs and beans. Draw the pictures of the food on the black board after you have told about these things.
  - Food that helps our body fight against diseases: fruits and vegetables. Draw or present these foods as well.
  - Food that gives our body energy to work and play: nshima, porridge and sweet potatoes. Draw them as well.
- ★ Explain that we need to get a mixture of all these things every day. Point on the board and explain - some from this - some from this - and some from this...
- ★ Ask the children what they have eaten today. Ask if they like the food they get. Ask if they like healthy food such as vegetables and groundnuts.

**Tuesday**

- ♫ Revise the lesson from Monday and ask the children about healthy food.
- ♫ Show some different kinds of food, which you have brought. Teach the children the name of the food in Local language and English, such as: Maize, eggs (you can have boiled it in advance, so it will not break on the way), kapenta, water, banana etc..
- ♫ Ask also the children if they remember which of these types of food protect against diseases - which give energy to play - which make the body grow strong. Call three children to volunteer and divide the food into the three categories.

**Wednesday**

Visit a home near the preschool. The home owner should explain and show what crops they grow and how they keep it. The children can see the storage bin, the vegetable field etc.. The family can tell what they get from the livestock (eg. eggs and milk). They could also tell the children about which food they buy, how they eat every day. They should also show how they keep the food clean through covering it. At the same visit use the chance to revise how to keep the home clean. You should in advance have prepared the family, so they can explain everything.

**Thursday**

- ★ Tell the following story: Once upon a time there was a child called Mapenzi who never used to eat different kinds of foods which the mother prepared. He only wanted meat, eggs and other expensive things. The family could not afford to buy these things - so Mapenzi suffered from malnutrition and became very thin. He was taken to the clinic, where the doctor explained to him, that if he will not start eating vegetables, cow peas and so on, he would die.

Mapenzi finally understood this, and started to eat different kinds of food - and after some time he became healthy.

★ Ask the children how to keep food clean? Secure the children keep the food they have brought with them clean. You could have a food rack outside the preschool in the shade for example. Secure that all children use this system correctly

★ Revise the topic about healthy food. The children should know:

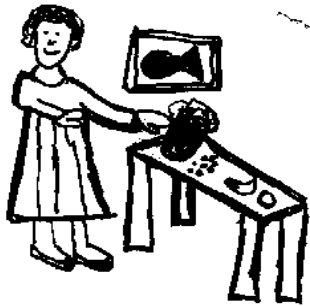
- 1) The three types of food the body need to stay healthy.
- 2) They should know how to keep food clean.

### **Friday.**

Revise the whole month. Let the children discuss - and ensure that all children say something.

- 1) The name of the body parts.
- 2) The name of the senses and what they are used for.
- 3) How is it to be sick and what to do if you are sick?
- 4) How diseases spread through dirt.
- 5) How to keep it clean to avoid diseases.
- 6) How to avoid accidents.
- 7) What to do with small wounds and burns.
- 8) What food to eat to keep the body strong and healthy

### **Teacher showing different foods.**



**Visiting a home  
as a field trip.**



## 2ND TERM

### ANIMALS

The aim is to open the children's hearts to the animal kingdom. To develop an interest in the wider specter of life. To create a foundation in the children to give respect to all living creatures. To understand how animals functions. Know how some animals are used by people and how to take care of these animals. Finally to understand the great cycle of life.

### ANIMALS 1

### HOW ANIMALS LOOK LIKE AND WHY.

( 1st week of 2nd term)

**Objective:** Children should know the different types of animals - such as mammals, reptiles, birds and insects. They should know how all animals are created - have developed to their type of life.

**What to prepare:** Catch and bring some different types of animals to show the children. It can be a frog, a chameleon (none of these are dangerous) and some insects (for Tuesday)

#### The course:

##### Monday

- \* Tell the children that in this month they will learn a lot about how animals live. Explain how last month they learned how to take good care of themselves - so they don't get sick. This month they will learn about animals. How they live. Why they look like they do. What we use them for. How we can take good care of the animals we keep at home.
- \* Ask the children to mention some animals they know. Start from one end and ask each child to mention one animal - not yet mentioned by other children. They will probably only mention mammals. If so you will tell them that insects, birds etc.. are a type of animal too. Then more children will get a chance to mention some new animals.
- \* Show the drawings of the different domestic animals and ask the children what is the name of these animals.
- \* Show the drawings of the wild animals. Ask if they know any of these animals. Tell the names of all the animals which they do not know and tell that these animals used to live here in the old days before people came. Now they mainly live in the national parks.
- \* Tell the children that we will look at the body parts of the animals. Revise the name of the body parts for the human being.
- \* Show the drawing of the giraffe. Ask if they still remember it's name. Ask one child to come up and point on the various body parts. Ask the child to point out the head. Then the legs - and ask how many legs the giraffe has. Ask her if she can show the arms - and she will probably say that the giraffe has not arms. You can tell the child to sit down and explain about how the giraffe has four legs instead of 2 legs and 2 arms, as we have. This is because then the giraffe has to run very fast so it is not eaten by the lion. (Show the drawing of the lion). Ask another child to come and show the neck of the giraffe. Tell the children that the neck is very long because the giraffe like to eat leaves in the tall trees.

★ Show the drawing of an elephant. Tell why the elephant has a long nose - because it uses it to cut grass, which it eat. The elephant is so very big (as 10 people) and it has to eat much. It also eats leaves from trees and uses the nose to pick the leaves. It even uses the nose to drink water. The nose for an elephant is called a husk.

★ Show the drawing of a monkey. Ask the children how many legs the monkey has got. Ask also how many arms. They will answer two - and you ask what they uses these arms for. (climbing in the trees). Why do monkeys like climbing in trees - because they eat fruits.

★ Show the drawing of a lion. Ask the children which animal it resembles (a cat). Tell it is in the same family. Ask the children what a cat eats and then ask what they think the lion eats. Explain that is why a lion has big and strong teach (to kill and eat animals). Ask if any of the children know why the lions and cats have long and sharp craws. (To catch the animals it wants to eat).

## **Tuesday**

★ Start with revising the lessons from yesterday. Let some children volunteer to explain about the giraffe, the elephant, the monkey, and the lion. They should tell about where these animals live and eat and why they look the way they do.

★ Tell more things about the wild animals on the drawings: Why do monkeys have a tail? Because it is easier to balance in the trees with a tail. Why do the elephants have big ears - because it uses them as a fan to cool itself - and of course it hears very well.

★ Tell that you can always find a reason for the animals to look the way they do. We can also look at the animals in our homes: A pig has a long nose, which it used to dig up soil - so it can find roots and worms which it like to eat. We could continue but will now like to look at a total different type of animal.

★ Lets look at the bird. Show the drawing of birds. Ask how many legs the bird has. Ask how many arms. Tell that the bird has wings instead of arms - so it can fly. All animals with feathers and wings are birds.

★ Some birds are heavy and cannot fly. Ask the children to mention some birds commonly found in homes (chickens, guinea fowls).

★ Ask the children if the birds have a mouth. Tell that all birds have a beak instead which they use to eat insects or seeds. Tell that some animals fly around and catch insects - that is their food. Some birds only eat plant food.

★ From birds you will look at reptiles. Bring if possible a frog and ask the children to touch it - tell that it is not dangerous. Ask the children what it uses its long legs for (show the picture if you failed to catch one). Ask if they know what it lives from (insects) - which it catches with a long tongue.

★ Show the picture of a snake. Ask the children if it is dangerous. What can it do. What can happen if one is bitten by a snake? How to take care of snakes.

★ Finally lets look at the insects. This is the smallest animal - and with the most varieties. Insects look very different. Some eat leaves and some eat other insects. Some can fly and some cannot fly. They are equipped to the type of life they live.

★ It is fine if you have caught some insects the previous night to show the children. Tell the children that some insects can harm them such as bees - so they should take care.

## **Wednesday**

☺ Divide the children in groups of 8 children. Each group shall be headed by a parent or a relative to the children. Tell them to go out and look for different types of animals - being birds, reptiles, insects or mammals. That can be domesticated or wild animals. Give the adult in the group a piece of paper and a pen to write down the animals they see. Tell them to move



very quietly in order not to chase the birds and reptiles away. Tell them to come back approximately after one hour.

☺ Let the children report which animals they saw. Let the adult remind the children if they forget some.

### Thursday

Prepare some clay in advance and let the children do different animals out of clay and sticks.

### Friday

★ Tell a story: Once there was a boy called Chimuka, who liked to kill small animals. He used a catapult - and thought that it was very exciting to shoot and see if he could hit the small animals. After killing the animals, he just left them. Sometimes he hit the bird, so it got injured - and it ran away with a broken wing. One day another boy called Nchimunya saw, what he was doing. He asked Chimuka, why he was shooting those birds and reptiles. Chimuka answered: "Because it is fun." Nchimunya told: "Chimuka that God created all living creatures on the earth. We should only kill what we need to eat. Some of these reptiles and birds help us in our gardens, because they eat the insects, which eat the vegetables. They also eat the flies and mosquitoes, which spread diseases." Chimuka was listening and he replied: "But I like very much to shoot with the catapult". Nchimunya proposed: "Let us make a competition shooting down some empty tins. I never kill small animals - but I think, that I can still win over you." This is how Chimuka learned not to kill animals. I hope you have learned from the story as well.

★ Revise what the children have learned though out the week. Let the children express themselves.

They should know:

- That animals look as they do because of some reason and be able to explain why animals look different.
- They should know the different types of animals: Mammals, birds, reptiles and insects.
- They should know that some animals are dangerous and some not.
- They should know that animals live in different way and eat different food.



**Children should learn to understand  
how fantastic and interesting the nature is.**

## **ANIMALS 2.**

### **HOW ANIMALS GROW UP. ( 2nd week of 2nd term)**

**Objective:** To teach the children how animals grow and develop. Also to teach how the female animal looks after the young ones. How the various animals develop in different ways.

**What to prepare:** Find out if some family nearby has any animals with young ones. If that is the case, make an appointment for a visit. Find some caterpillars, a glass and some leaves which they feed on.

#### **The course**

##### **Monday:**

- ★ Ask the children to mention some animals which they learned about last week.
- ★ Tell them that this week we shall learn more about how animals look when they are young.
- ★ How they grow up and how their mothers take care of them.
- ★ Ask the children who has seen a new born kid from a goat? Ask if this kid looked like the mother? Ask if it can jump and run around shortly after it is born?
- ★ Ask the children who has seen new born puppies from a dog? Do these puppies look like the mother dog? They do not - when they are new born they cannot even see as their eyes are still closed. They cannot walk. They have to be cared and protected by the mother dog.
- ★ Ask the same questions for cats and cows.
- ★ Tell that these animals are very different as small ones - but has two things in common: 1) They are born from the stomach of the mother. 2) They drink milk from the breast of the mother, when they are small.
- ★ Show the illustration of the young animals and ask the children, what they see on the drawing.

##### **Tuesday**

- ★ Revise about the 4 types of animals from the last week.
- ★ Yesterday we talked about young new born animals from the mammals. Now we will look into the young ones for birds. Do they come out of the stomach of the mother as well? No they come from eggs. The bird hatch the eggs for many days. Then the chickens come out from the eggs. They can run around and eat just after coming out from the eggs.
- ★ What about the young ones from the reptiles - such as snakes. These animals also make eggs - but they don't sit on them to hatch. They put the eggs for example in the sand - and they are hatch by the sun. A new born snake look just like it's mother, and can be very dangerous even it is very small. Snakes and other young ones from the reptiles are not cared for by the mother
- ★ Finally what about insects. Show the illustration. Again - the insects make eggs. So many, many eggs. That is how there often are so many insects. The eggs are hatched by the sun. For some insects what come out of the egg is just like the mother - just small. That is for example the case for spiders. For some other insects what come out of the eggs is something which does not look like the mother at all. Your beautiful butterfly made the eggs. What come out is a caterpillar. The caterpillar eat a lot of leaves and plants and grow. After some time it goes for a rest - and inside a cocoon it develop into the same shape as the mother insect.
- ★ Tell that you have brought a caterpillar to show how it develop into an insect. Put the caterpillar into a glass together with some leaves which you be experience know are eaten by that type of caterpillar. Thigh a thin cotton over the glass - not plastic or a lid because the larvae need fresh air to breath. Secure the caterpillar have some fresh leaves and a little water.
- ★ Every day the children will follow the development of the cater pillar.

**Wednesday:**

Go out for a walk in the neighborhood. Hopefully you have been able to organize to see some young animals. When you see the animal you ask children questions about how the young one develop, if it drinks milk etc.. Tell about how these young animals need less care when they grow up. They will stop getting milk and start to eat for themselves.

**Thursday:**

- ★ Start with letting the children asking questions about animals - and about young animals.
- ★ Show the drawings again and revise some of the things learned.
- ★ Let the children draw some animals.
- ★ Tell any story about animal growing up, which you might know - or which you make up.

**Friday:**

Revise everything the children learned in the week. Mainly it should be the children expressing themselves. They should know:

- 1) Babies from the mammals are born from the mother. They develop in the stomach of their mother. They drink milk when born. Some of them look like a small adult and are ready to start running. Some need much care. They cannot see or walk.
- 2) Babies from birds come from an egg. The mother sits on the egg for many days. That is when the bird comes out. Some birds are ready to run like chickens. Some need a lot of care and stay in the nest while the mother feed them.
- 3) Babies from reptiles come from eggs too. The mothers do not sit on the eggs. She does not look after the small ones. Most reptiles look just like the mother and move around fast.
- 4) Babies from insects come from eggs too. The mother does not sit on the eggs. The mother doesn't look after the small ones. Some insects look like the mother, others are first caterpillars and become hereafter an insect.



**Learning through practical experiences**

# **ANIMALS 3.**

## **HOW WE USE ANIMALS. ( 3rd week of 2nd term)**

**Objective:** To teach the children about our various domestic animals. What are their names, why do we keep them and how do we look after them.

**What to prepare:** Make an appointment for Wednesday with a nearby family with many animals. Agree with them to show around the children and answer questions. Have clay ready for Thursday.

### **The course:**

#### **Monday:**

- ☺ Show the children the drawings with various domestic animals. Ask them about the name of the animals - and what we use the animals for. (e.g. we get eggs from chickens, milk from cows, dogs guard the homes etc..)
- ☺ Ask how to look after the animals (e.g. give water and food, take them for grazing..)

#### **Tuesday:**

- ☺ Revision of the Monday lesson.
- ☺ Tell a story about your animals at your own home. Tell the story in this way: I will tell you about animals at my home. My family has 5 cattle, 1 pig with 4 piglets, 10 chickens and one of them is hatching eggs. Every afternoon my brother takes the cattle for grazing. I give the animals water and collect eggs from the chickens. That is the end of my story.
- ☺ Let the children volunteer to tell stories about their homes.

#### **Wednesday:**

Take the children outside to visit a home. Look at the different domestic animals, and ask following question for each of them: How many of these animals do you see? What is the name of the animal. What is it used for? How do we look after this animal - which food does it find itself, which food do people give it. All animals need to drink - they need water. Some animals like dogs need attention from people.

#### **Thursday:**

- ★ Show the children the drawings of the domestic animals again. Revise the name of the animals in local language. Let the children also learn the name of these animals in English. Try to teach them a small sentence such as: What is this? This is a cow. Etc.
- ★ Make a farm with all the children: Give each child a small piece of paper. Tell one to draw the house, one to draw the father, one the mother, 3 draw children, one the dog, 10 draw goats etc... (Secure everyone has something to draw). Put afterwards all the drawings together as one big poster. Glue the pieces on and ask the children where the various items should be placed. If you don't have the materials, you could also let the children draw these different things on the blackboard.

**Friday:**

Revise the lessons from the week. The children should know:

- ☺ The name of the common domestic animals in local language and in English.
- ☺ They should know how the animals are used and what we get from them.
- ☺ They should know what they eat and how we care for them.

Tell a story about some children who help the family to look after the animals. Every morning Patricia collects water from the well to fill up the water jar, where the animals drink. Jeremy takes the cattle for grazing every afternoon after school. The family also have a cat and a dog. The children never throw stones at the animals. This is because they know that these animals assist the home: The cat eat rats and the dog watches the home. After supper they always give some food for the dog. Once the whole family was out. There came a man to steal from the home. The dog chased him away. The neighbor told this to the family, when they came home. Patricia found some very good food for the dog as a reward.

☺ Sing the song about the animals on Mc Donalds farm:

*“Old Mc Donald had a farm - eya, eya ,oo. And on that farm he had a cow - muh, muh, muh.”*

Sing about all the different animals on the farm, and the sounds they make.

You should start to teach the children the song in local language. This is how it sounds in Tonga: *“Mudala Mc Donald wakasisi famu - eya , eya, oo. Mukati katamu wakajisi nombe - moo, moo, moo”*



Children learn from experiences. Seeing, doing, discussion.

# ANIMALS 4

## THE GREAT CYCLE OF LIFE. ( 4th week of 2nd term)

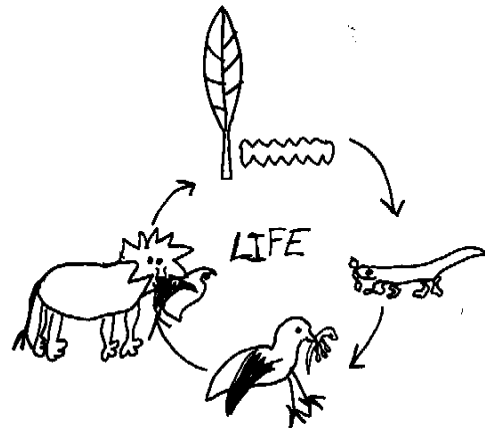
**Objective:** To teach the children about how things in nature are in balance and how everything depends on each other.

**What to prepare:** Organize with the preschool committee to get some helpers to take the children out Wednesday. Remember to look well after the caterpillar in the glass.

### The course:

#### Monday:

- ★ Start with going through some of the things learned about animals in the first lesson. Why animals look different - depending on the type of life. Show the illustration about various animals and revise with the children some of the facts.
- ★ Revise also the facts about small animals growing up - how different types of animals grow in different ways.
- ★ Tell the children that today they will learn how everything in nature depends on each other. Show the illustration about the food chain. Explain how an insect eats a leaf and then a chameleon eats the insect and then a bird eats the chameleon and then a lion eats the bird. After some years the lion dies. The lion make good manure, which make the grass grow well - and the circle of life can start all over again.
- ★ Draw two other types of food chains on the black board:
  - 1 - Small fish, big fish, human being.
  - 2 - Leave, insect, small bird, big bird.
  - 3 - Maize comb, mouse, cat
- ★ Let the children explain other simple food chains. You should draw on the board, what they tell you.



#### Tuesday.

- ★ Revise what the children learned the day before. Let one child explain the illustration of the cycle of life.
- ★ Ask more children to mention different types of food chains. They can draw on the board while explaining.
- ★ Give the children the task to look for different animals in order for them to tell about them the coming day.

#### Wednesday

Divide the children in groups of 5 - secure one of the most independent children will be in each group. Tell the children that in the small groups each of them have to tell the others which animals they have seen. Tell the name of the group leaders - and that the group leader asks everybody questions. The children have to tell what these animals eat - and to mention one food chain each.

#### Thursday

- ★ Revise the lessons in the week.
- ★ Teach the name of some wild animals in English
- ★ Tell some stories about animals

#### Friday

Revise the whole month.

The children should know: About animals - How they fit into the nature. Why they look the way they do. The name of various animals. How they grow up and how the mother look after the animals What they eat - and about the cycle of life. How we use domestic animals - and how we take care of them.

## **OUR COMMUNITY**

The aim is to make the children understand their community. Know the people living there. Know how things function. Who carries out which work and which functions. What is happening around the children and why. How do people have an influence on their community and on their own lives.

### **OUR COMMUNITY 1. WE MAKE A MAP OF OUR VILLAGE. (5th week of 2nd term)**

**Objective:** To teach the children about how the community is organized and what is to be found in their neighborhood.

**What to prepare:** Have a paper and a pencil ready for each child for them to make a map of their home.

#### **The course**

##### **Monday:**

- \* Tell the children that the next 4 weeks we shall learn about what happens in our villages around us.
- \* Ask the children if they know the name of the village from which they come. Let them tell - if they don't know you can tell the villages represented by children. Ask who is the headmen in the villages. Tell them what a head man does.
- \* Ask which big buildings and special places are there? Let them mention the school, the churches, the shops, the grinding mill etc.. Ask what people do in these places.
- \* Ask where they get water for drinking.
- \* Ask if there are any other water spots used for animals to drink, such as rivers and dams.
- \* Talk of any other places of interest in the neighborhood.

##### **Tuesday**

- \* Take the children outside the preschool and explain that today they shall learn about making a map. This is a drawing, where you can see the things which are around you. First draw a big circle (3 m in diameter). Tell the children to stand around the circle. Secure that everybody can see (some might kneel down).
- \* You will make the map on the ground using sticks, drawing and stones. First put a special stone (a brick or colored stone) and tell, that this is our preschool. Then you will put sticks for every tree, which are seen. Then put a stone for every building. Finally you put a cup for the water point. With a stick you can draw the road. When you put the various items you must put them in the right distance between each other - and teach the children about that. If things are near each other it will be very near on the map. If things are far from each other it will have some distance on the map.
- \* Tell that we can now try to make a drawing of the community and put in all the things from yesterday. Take away the items and start a new map. Leave only the stone illustrating the preschool. You can put a heap of small stones for every village. Teach about directions. Kayuma village is this way - OK we put a stone in that direction. Put a cup for every borehole and community well. Put a cross (made from two sticks tight together) for the churches. Put a big stone for the school - and sticks for the shops. Finally draw in the soil the roads.

\* Explain to the children that they can now copy our map to a piece of paper. You will copy the map to a piece of paper - using various symbols for the various items. Use a big piece of paper. Let the children watch while you draw.

\* Give the children one piece of paper each and give them the task to make a map of their home and bring it the next day.

### **Wednesday.**

\* Get the maps drawn from the children. Put them on the wall for the other children to see. Some of the children present their drawings. They will tell: Here is one house. That is where I sleep with my brothers. Here is the house where my father and mother sleep. This is the latrine etc...

### **Thursday.**

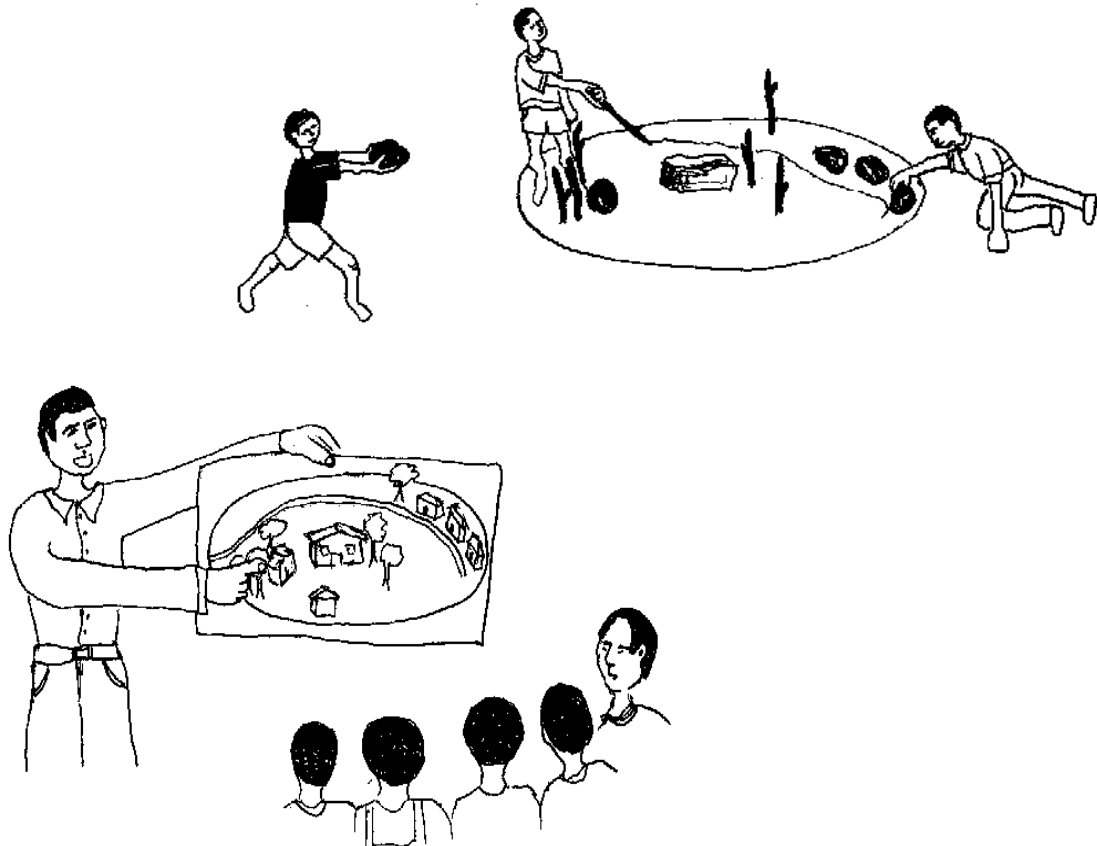
\* Teach the children some words in English such as church, school, road, well. Practice English sentences which you have learned such as greetings, names of animals etc.. Make small sentences such as. We have one school. We have 5 churches. We have 7 shops etc..

### **Friday.**

\* Look at the map of the community again. Let the children tell about what they see on the map. The roads, the churches, the wells, the school, the villages etc..

\* Let the children tell what people do in the various places, such as in the church, the clinic, the shops etc....

\* What is the name of the different places in English.





# **OUR COMMUNITY 2.**

## **OUR FAMILY (6th week of 2nd term)**

**Objective:** Children will learn what a family is, and be able to tell about their own family.

### **The course**

#### **Monday**

Introduce the topic to the children and explain to them what a family is, showing the drawing of the family. Father, mother, children, grand parents, grand children. That sisters and brothers have the same mother or same father. That a grand mother is the mother of the father or mother etc..

Ask some of the children if they have a grand mother and grand father. If they have sisters and brothers etc...

#### **Tuesday**

You tell a story about your own family: Ex. my family is made up of seven members. These include my father, mother, brothers and my sister. I have got 3 brothers and only one sister. I am fourth born. I have a grand mother, who lives with us. My father and mother are farmers and live in Hamukali village. This is the end of the story about my family.

Children volunteer and take turns to tell similar stories about their families.

Draw a family on the black board. Ask some question for the children to practice counting. Ex. This is a family. How many girls and how many boys? How many people all together. How many in the family wear a hat? etc..

#### **Wednesday**

Visit some of the nearby families. Let the children in those homes present their family. The children should show around tell for example: This is where I stay with my 3 brothers. They are all in school. This is my grand mother etc.....

#### **Thursday**

The children make some dolls of people out of clay and sticks.

#### **Friday**

★ Revise everything the children learned in the week.

★ Teach them English words and small sentences such as : My name is Claire. This is my mother. This is my father. This is my sister. This is my brother etc..



# **OUR COMMUNITY 3.**

## **WHO LIVE HERE AND WHAT ARE THEY DOING?**

**(7TH WEEK OF 2ND TERM)**

**Objective:** To teach about different kinds of work being done and about the people doing it.

**What to prepare:** Agree with some people working with various things near the preschool if you can visit them with the children -agree with them. Ask if they will tell the children, what they are doing.

### **The course**

#### **Monday:**

Explain about various workers and what they are doing, using the drawings.

- A farmer: Grows crop on the land. Ask the children how many of their parents are farmers?
  - A teacher: Teaches in school. Ask the children if they know any teachers?
  - A carpenter: Makes things out of wood, such as doors, tables etc.. Ask the children if there are any carpenters around.
  - A Doctor and a Nurse: Works at the clinic and hospital to help patients. They always wear white clothes, when they are at work. Ask if they know any nurses or doctors.
  - A shopkeeper: A person, who looks after the shop and sells things to people. Ask the children if there are any shops near, and who the shop keeper is.
  - A fishing man - catches fish with a net. He will later sell this fish for people to eat.
- Explain to the children how to catch fish and how to sail the boat if the children don't know.
- Ask the children if they know other types of workers.

#### **Tuesday:**

- Revise the lesson from Monday. This time let the children tell about the various drawings.
- Ask the children about how many teachers are there at the school. How many shop keepers are there in the nearby shop. How many nurses/ doctors are there at the clinic etc..
- Teach the children the name of the various types of jobs in English as well.

#### **Wednesday:**

Visit some of the working places near the preschool. This can be a nearby shop, a nearby grinding mill, a bricklayer who is building a house, the school, the clinic - depending on the distance to these places. When you are there ask the children, what the type of worker is called, working in that specific place. Let the worker explain about the job he/she is doing - in details. E.g. the shop keeper explains which things are sold in the shop, how many people come to buy every day etc.. The builder shows how to mix the mortar, how to place bricks etc..

#### **Thursday:**

Divide the children into groups of 6. Tell each group to act like the workers which they have learned about. They will first prepare themselves. Thereafter they will show the small sketches to each other. They shall not talk and the other children shall guess, what worker they are acting.

**Friday:**

Sing the following song with children - in their local language:

When I was a farmer, a farmer, a farmer

When I was a farmer, a farmer, a farmer was I.

I worked this way and that way, this way and that way.

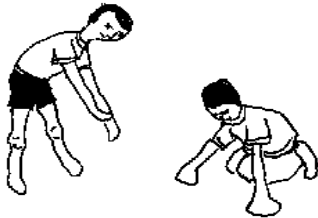
When I was a farmer, a farmer was I. The children repeat the song using the other types of workers they have learned about and while singing, they imitate the worker.

Revise the lessons during the week. Let the children express themselves. They should know:

- ★ The name of various types of professions in local language and in English.
- ★ Know what the different people are doing.
- ★ Be able to explain shortly how the people carry out the work: For example the fisherman sails in a boat. He catches fish with a net. Then he sell the fish to
- ★ people, who will eat the fish.



**Children learn through listening**



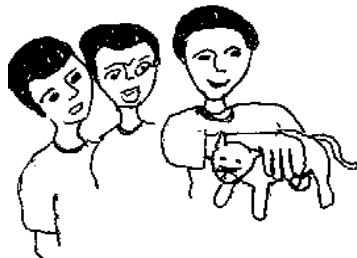
**As well as using their hands.**

★

**Children learn through expressing themselves.**



**Children through play.**



**Children learn through experience.**

**Remember: Every week - the children shall learn through using their brain, hands and imagination.**

# **OUR COMMUNITY 4**

## **HOW DID OUR GRAND PARENTS LIVE ?**

**(8th week of 2nd term)**

**Objective:** To teach the children about how people in the area lived in the past. Make them interested in history, so they can learn from it.

**What to prepare:** Find an old person, who is good at telling stories. Agree with him/her to come and explain about how he/ she lived as a child.

### **The course**

#### **Monday:**

Tell the children about how people in Zambia lived in the old days:

- Daily life: Tell about how people dressed, how they made millie meal, what they eat etc.. Make it illustrative and interesting for the children - for example by bringing two stones and show how to grind millie meal between the two stones. Draw how people dressed etc..
- Which things were found and which were not found. Bring some things that were found e.g. wooden spoons, stools etc.. - and some which were not found ex plastic cups and shirts. Ask the children which things were found that time, and which were not.
- Ask the children if they have grand parents at home - or other old relatives. Tell them to go home and ask the grand parents to tell about how they lived, when they were children. As an example you tell your grandmothers story (this is an example. Try to tell the right story):  
“My grandmother is called Hilda. She is very old. She has told me her story. She has 5 brothers and 10 sisters. When she was a child she did not go to school, because there was no school, near her home. She used to help her mother to collect water from the stream, because that time the stream never dried out. Her brothers always went out with the cattle. There were so many cattle that she could not count them. They used to eat millie meal made from millet. They always had plenty of milk. In the forest were many wild animals and sometimes her father killed an antelope and they were eating nice meat.”

#### **Tuesday:**

- Let some of the children volunteer to tell about, what they were told by the grand parents.
- Show the things again and make the children tell which things were found in their grand parents time.

#### **Wednesday:**

Ask an old person to come to the preschool and tell about life when he/ she was a child.

Revise the lessons learned about our community: The children should know:

- ☺ Be able to read the map, which was made of the community.
- ☺ Know the various institutions in the community and how they are used.
- ☺ Know the various types of work being carried and the name of the professions.
- ☺ Know how people lived in the community in the past.
- ☺ Know about time - name of the time of the day. The week days and the seasons.

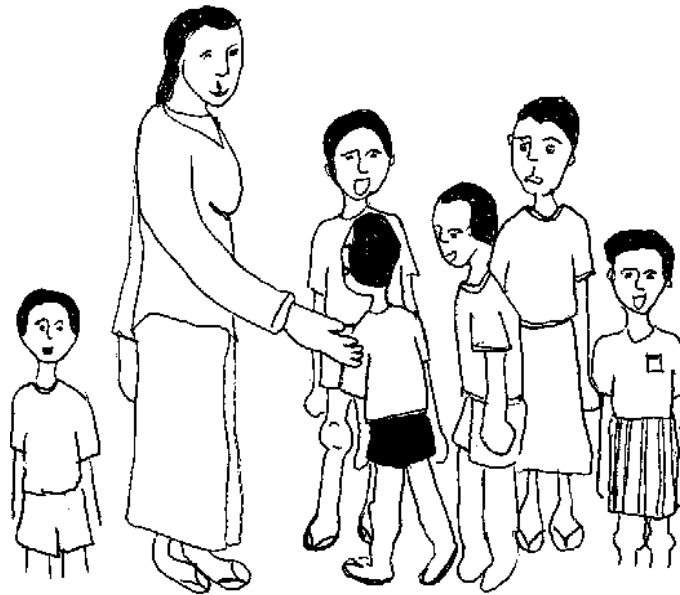
**Thursday:**

- Prepare the open day with the children. Tell the children to remind their parents, that they are invited the following day. Tell the children what an open day is all about.
- Practice some of the things, which they shall perform the coming day. For example:
  - Practice some songs and chose the best children to perform.
  - Get some children to tell about hygiene. Chose the child who can do it best and whom you know will not be too shy.
  - Get some children to tell about wild animals. Chose the child to talk tomorrow.
  - Chose a child to present the map of the community and let her/ him practice.
  - Chose some children to make a sketch using English greetings - let them practice.
  - Practice counting and alphabet (in common).

**Friday:**

Open day - see inspiration for the programme. What is important is that you really show what the children have learned. It is very good if the children are able to express themselves and show self confidence.

**The teacher pays attention to every single child.**



A teacher must pay attention to children who are not doing well. Help the child to learn. If the child is unhappy, the teacher must try to find out what is the problem. If she fails to find the problem, she should contact the parents/ guardians.

## INSPIRATION FOR OPEN DAY

The programme should be about 4 hours. If the committees could arrange to have some kind of snack or food, it will be nice, but not necessary. You can have the time of the open day whenever the programme best fits.

### **Programme:**

- ☺ Welcome the parents: Welcome speech by the teacher. Welcome song by all the children.
- ☺ To make the children less nervous - start with some games. It can, for example, be “The successor of the king” and “Hide and seek”. Explain to the parents what the children learn from playing - this can be seen from the fact that some children are in charge of the games. They have learned to organize; to take the initiative and be attentive.
- ☺ Let the children present a dance and one more song.
- ☺ Let the children demonstrate they can count from 1 to 10: First show various numbers of leaves, and let the children tell how many you have. Hereafter call some children to take the number of stones from the table, which you mention.
- ☺ Show which letters the children know in the alphabet. Point on the various letters and let them tell, which letter you point on. (Do not start from A going to B. But take the letters coincidentally.) Let them also mention some words starting with that letter.
- ☺ Show that the children have learned some English greetings and words. Do this through a prepared sketch with a few children; use the English when possible to show what they have learned.
- ☺ Show some of the topics they have learned. Show it in various ways - here are some examples:
  - For hygiene and safety you can let the children make some small sketches (without speaking) about how they take good care of themselves - and let the parents guess what the children are showing.
  - A child should also explain the illustrations in the manual about how to avoid getting sick.
  - About the bodies: You can point on a body part and ask the children what it is.
  - About the family: A child can prepare to tell about his/ her family.
  - About animals - A child can explain some of the illustrations in the manual.
- ☺ The committee chairperson may then give a small speech about how the preschool is running. How the payment is to date and how much better it would be if everybody could pay in time. (If some parents have not paid).
- ☺ Give the parents sometime to say anything to the children about what they have seen during the day.
- ☺ End of programme - the children can sing a good bye song.

# **THE TIME IS RUNNING.**

## **DAY, WEEK, MONTH AND YEAR**

**(9th week of 2nd term)**

### **Objective**

To teach the children to understand what time is all about. How to measure time in days, weeks, months and years. As well to know the name of the week days and the months. Also, to know how old the children are.

### **The course:**

#### **Monday**

☺ Teach the children the name of the periods of the day, by showing a drawing. When there is no sun it is night. When the sun raises it is morning. We can see long shades. When the sun is just over our heads it is midday - and hereafter it is afternoon. When the sun goes down it is evening. And again it is night.

☺ Ask the children questions: What time of the day is it now? When do we eat lunch? When do we go to bed? and so on.

#### **Tuesday**

☺ Revise the lesson from the previous day.

☺ Explain how when the sun comes up in the morning it is called a new day. Each day has a different name. There are a total of 7 different days. That is called a week. At this time go through with the children the names of the days of the week. First in their own local language and thereafter in English. Explain how on certain days people do different things; example some go to church on Saturday and Sunday.

☺ Give the children time to repeat the name of the days after you.

☺ Line up 7 children in a row. Let each child mention the name of the week corresponding with how they are lined up.

Teach the children the song about the days of the week:

*Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.*

#### **Wednesday**

★ Revise the name of the various days - in local language and in English. Sing the “week song”.

★ Revise the lesson about the time of the day. Take the children outside to look at the shadow of the sun. Teach the children that the size and the position of the shadows change according to the position of the sun. Go out with the children and draw lines around the shadows of five different objects. Before the children go home at the end of the day let them check the position and size of the shadows. Let them comment on the differences.

★ Teach the children that the time of the year changes. Tell about the 3 seasons - and explain that this is the same every year: 1) The cold season. 2) The hot season. 3) The rainy season. People do the same things during the various seasons ( Show the drawings.)

➤ In the cold season we put on more clothes, we put a blanket on our bed because it is cold, we finish harvesting the grains, we construct crop storage shelters.

➤ In the hot season we sweat even with less clothes on., we prepare the land for planting, we improve our houses.

➤ In the rain season we plant maize and other crops, we weed and look after the crops. We get wet and we play in the water. Every thing gets green.

### **Thursday**

★ Take the children outside. Sit down with the children under a big tree.

Ask questions to what they see around them: Is it the cold, hot or rain season now? How do they know? What will happen to the grass in the hot season/ rain season? When will people plant the fields? When will people freeze and put on more clothes ?

★ Teach that when all three seasons have gone by- then a year has also gone by. In that way we can measure how old we are. By counting the number of rain seasons we have experienced. The teacher can tell how she has experienced more rainy seasons than what they have learned to count to. Ask how many rain seasons the children can remember. Ask the children if they know how old they are. Give them a task to go home and ask their parents how old they are if they don't know.

### **Friday**

Divide the children into 3 groups. Ask each group to make a sketch about a certain season. After preparing the sketch the children will show it to each other.

Revise the lessons of the week. Let the children express themselves. They should know.

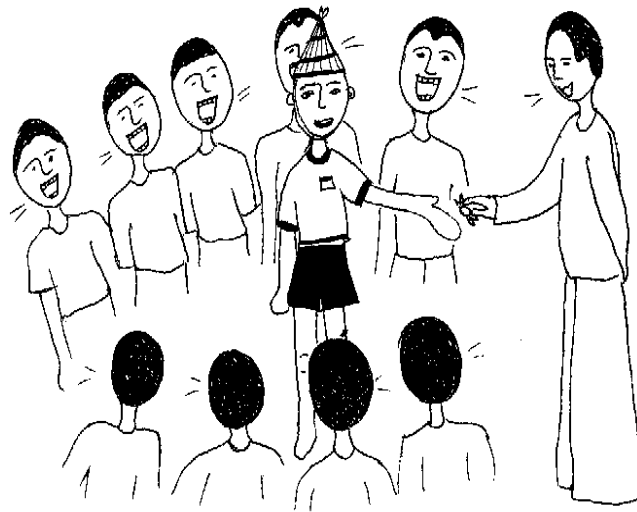
☺ That the time of the day changes accordingly to the sun. They should know about morning, midday, evening and night.

☺ That the days changes. And know the names of the days in local language and in English

☺ That the time of the year changes. They should know the cold, the hot and the rain season and what happens during that time of the year.

☺ They should know how to count the years and how old they are.

### **Celebrate the children's Birthday with a celebration..**



Birthday celebrations give the teacher the chance to give the child extra attention. The child will be proud and feel special. The other children can sing the birthday song - and the teacher can prepare a small gift. It can for example be some few sweets packed nicely.



# PLANTS

The aim is to teach the children about the plants. To open their eyes to see the beauty and how fascinating nature can be. They will learn how the plants are the base for everything living on earth. They should understand how plants grow. How plants are use by people and they should practice growing some plants.

## PLANTS 1.

### HOW PLANTS GROW. ( 10th week of 2nd term)

#### Objective:

To teach the children about plants and how they grow, also to understand more about nature.

#### What to prepare:

Bring two plants on Monday, bring a container with soil and some seeds (ex beans).

#### The course:

##### Monday

- Early in the morning you should dig up 2 different plants - those plants must have roots, stem, leaves and one of them flowers. It can be one wild and one cultivated plant. Bring them to the class.
- Show the plants to the children. Explain how the roots get water from the ground. To survive the plant needs to roots so it can have water. Roots can be similar to a straw, sucking up water for the plant. Also the roots get nutrition from the soil for the plant.
- Explain how the stem transports the water and food from the root to the leaves.
- Explain about the leaves, which makes the plant to grow. This is because plants use energy from the sun to grow. Without sunlight a plant will not grow - it will die.
- Explain about the flower, which is there for the plant to make new plants. When the plant has finished flowering, the flower will develop into seeds. Show various seeds. Explain that some of these seeds are eaten by people as food, like maize.
- Take some of the beans and plant them in a container so the children can follow how the beans germinate and grow up to a plant.
- Tell the children to bring some things from plants the following day.

##### Tuesday:

- Revise the lesson from Monday. Show a plant and let the children identify the parts of the plant, and explain how the plant uses these parts.
- Let the children put the things they brought from home in a heap.
- Take one of the things and ask what it is. It can be for example leaves from a tree. Ask which type of a tree? It can be some grains - ask what it is, what it is used for etc..

##### Wednesday

Take the children for a walk. Stop and look at the plants, which you see on the way. Ask the children questions:

- ✧ Look at a tree: Tell the children that a tree is a plant too. Just a big one. Where do you see the stem (the trunk). Where does this tree get water from? What does it use the leaves for? Does it have flowers? Does it have some seeds?
- ✧ Look at the grass: Ask if this is also a plant? Does grass have roots? What does the grass need to grow. (Sunlight, soil, water).

✧ Look at many different types of plants and discuss how these plants grow.  
(Remember to water the beans planted in the container)

**Thursday.**

- Plant some flowers (or something else) outside the preschool. Chose some plants easy to maintain.
- Show the children how to plant the flowers/ plants.
- Gather the children around the new planted flowers. Ask them if they remember what a plant needs to grow? Then ask them if the plant will get those things - OK so we will expect it to grow.
- Protect the plants against browsing animals and children who could step on it.
- You could also make a small tree nursery. Ask someone in the community who knows how to do it to come and assist you. You can use any container (remember to make some holes in the bottom) for the tree seedlings.

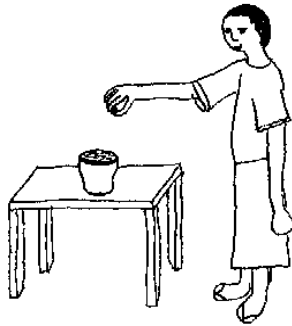
**Friday:**

Revise the lessons. The children should know:

- ☺ How a plant functions - with roots, stem, leaves and flowers.
- ☺ What a plant needs to grow (sunlight, water and soil nutrition).
- ☺ Be able to mention many different types of plants (trees, grass, vegetables, crops etc..)

**Learning through doing:**

**Plant the seed.**



**Watch it grow!**



**Water.**



**See the results!**



## **PLANTS 2**

### **HOW WE USE PLANTS. ( 11th week of 2nd term)**

**Objective:** The children will learn about the crops which are in the areas around their community. As well as the name and what the crops are used for.

**What to prepare:** Bring some various crops Monday and Tuesday (a handful of beans, maize, groundnuts, a sweet potato etc..) Agree with a family to receive a visit from the children on Wednesday - Explain, that someone from the family should be ready to answer questions.

#### **The course:**

##### **Monday**

★ What do we get from plants? Which plants do we use for food? Perhaps mention local plants the children are familiar with-maize, vegetables, groundnuts, pumpkins, bananas etc. Explain how some of the food we eat is from plants, many we may not know- Sugar from sugar cane, flour, millie mill. Mention the fruits, nuts, etc.

★ Ask the children if they can mention other things we use from plants. Let them mention all the things in the classroom. (Paper, pencils, the rafters for the roof, the clothes we wear). When the items are mentioned, explain how they come from the plant- Paper from a tree, clothes from cotton, etc.

##### **Tuesday**

★ Revise the lesson from Monday - Let the children explain to you and each other about all the crops they know.

★ Revise the lesson from the previous week. Show the drawing of the plant and let a child tell how the various parts of the plant function. Let another child tell what a plant needs to grow.

##### **Wednesday**

Visit a nearby family.

★ Let the children see the various crops. Let the children tell the name of the crops. Let them tell what the crops are used for. Let them tell how to harvest these crops. Ask if they have any crops at home and if they assisted planting and weeding the crops.

★ Take the children to the home. Ask the children to mention all the things they can see coming from plants. (The grass roof, the storage bin, the dish rack ...)

★ Ask the children what the trees are being used for. (Shade, hedges, fruits, poles, firewood, windbreak.)

##### **Thursday**

Make a musical band out of various items from plants. Fill some tins with beans and use them for shaking a rhythm. Use two sticks to hammer against each other. If you know any who can make any other type of instrument - you should bring these instruments. Such as flutes made out of a branch. You could also borrow a drum (it is from a tree also).

Practice and make a good orchestra with the children. Some will sing and some make the rhythm.

##### **Friday**

Revise all the things we use from plants.

# COLORS. ( 12th week of 2nd term)

**Objective:** To teach the children the different colors. To teach them ways to measure things.

## The course:

### Monday

Introduce the topic to the children by teaching them eight colors (red, yellow, green, blue, brown, gray, black, white). You must in advance have made a small poster, with a drawing representing the 8 colors. Let the children identify the colors of the different objects e.g.. their own clothes and the clothes of their class mates, the trees, the cloud, the houses etc...

### Tuesday

Revise the colors. Ask the children to count the number of objects with a certain color. What is the most common color? What is the least common color? Teach the children the name of the colors in English. Teach them to say: A yellow banana, a green mango, a blue sky, green grass, white chicken etc... Bring lots of colorful objects, pictures, so the children can be surrounded by color.

### Wednesday

Split the children up into 8 groups. Each group gets one color. In each group the children take turns drawing items with that color; grass is green, leaves are green, teacher's shirt is green, etc. You can make a class poster with all these drawings.

### Thursday

Revise the colors. Revise small English sentences and teach some new sentences. You can involve the colors as well as plants, animals, and the weeks. They should know the sentences and understand every word. It should be simple sentences such as: My name is Linda. I am 6 years old. I like red flowers.

### Friday

Talk with the children about the holiday. Let them tell some things they want to do until you all meet again

**A teacher must always be well prepared before the class start.**



### Always be prepared for lessons:

- \* Prepare posters.
- \* Make appointments in advance for visits.
- \* Arrange helpers when the children are going out.
- \* Dig the clay and mix it with water \*
- Find plants, insects etc. to show the children.
- \* We could continue the list - think ahead of the week and of the day

## **OUR COUNTRY ZAMBIA**

The aim is to teach the children about Zambia. They should understand that they live in a country called Zambia and have very basic knowledge about the country. They will learn basic functions in the country such as communication and means of travel.

### **OUR COUNTRY ZAMBIA 1. ZAMBIA ( 1st week of 3rd term)**

**Objectives:** The children should learn basic facts about their country.

#### **The course:**

##### **Monday**

- ☺ Start to review about the family. The structure of the family; mother, father, brother, sister, maybe some other relatives. Then how many families make up one village. Many villages make one community. Take the map of the community again and let the children remember how it was made and how you can see what is in the community on this map.
- ☺ Explain that many communities like this make our country called Zambia. Explain how there is a map over the whole of Zambia.
- ☺ Show a map of Zambia. You should have drawn it in advance or better - borrowed it from the primary school. Compare this map with the one you made of the community. Tell what the different symbols mean on the map.
- ☺ Show where you are now. This is the nearest town (for example Kalomo). So our preschool must be just here!
- ☺ Ask the children how many of them have visited the nearest town ? How many have been in the biggest town of Zambia, which is Lusaka. How many have traveled to other places in the country? If some children have traveled - let them tell a little about what they saw on their travel.
- ☺ Show the pictures from Zambia. Explain the pictures:
  - This is from Lusaka. It is a very big town. This is where you find the government of the country. A government is made up of those men and women who lead the country. Look at the big houses and many cars.
  - This is Victoria Falls. Zambezi river falls down and while falling the water turns white. It looks very beautiful and people from all over the world come to see this jewel of Zambia.
- ☺ Ask the children which language they speak in this area. Ask how many languages they know. Tell some greetings, which you know yourself in various languages. Tell that there are so many different languages in Zambia.

##### **Tuesday:**

- ☺ Revise with the children, what they learned Monday.
- ☺ Let the children find their nearby town on the map. Let them find Lusaka.
- ☺ Tell about how people live in the towns. Tell that in towns people have no land - just small vegetable gardens. They have to buy nearly all food. In order to get money for this, they have to work. Some are marketers and sell things at the market. Some are workers and produce things, which we need - such as plastic cups and cooking oil.
- ☺ Teach the children the greetings in various Zambian languages.

☺ Tell more about the government - That the leader is called a president and what the name of the current president is.

**Wednesday:**

Visit somebody in the area who knows or came from another part of Zambia. Have the person tell how people live there. Ask questions to help the person. For example: Do people look the same as here? What language do they speak? Do they have the same or different traditions? What do they eat, what do they grow, the weather and so on.

**Thursday:**

Explain about the Zambian flag. Draw it on the blackboard and let the children copy it in their exercise books. Explain how the colors represent ideals of Zambia. Green represents the vegetation, orange represents minerals, black represents the skin color of the people, red represents the blood that was shed to gain independence, the Eagle represents our victory over the struggles the country has faced.

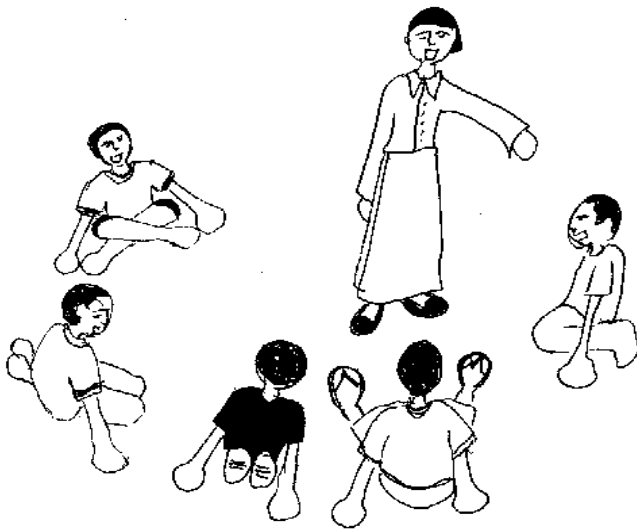
**Friday:**

Teach the children Zambia's National song (in local language).

Revise the lessons from the week. The children should know:

- ★ The name of their country and recognize the map.
- ★ That the country is headed by a government and the name of the president.
- ★ That people in the country have different traditions and different languages.
- ★ That there are towns where people live differently from the people in the country side.

**The children should be seated so they learn the most.**



The children should all be able to see and hear what is going on.

It is good that they don't sit behind each other, but in a circle - because that will promote interaction between the children.

# **OUR COUNTRY ZAMBIA 2**

## **HOW WE MOVE FROM PLACE TO PLACE**

**( 2nd week of 3rd term)**

**Objective:** To teach the children various methods of traveling from one place to another.

**What to prepare:** Bring a bicycle for Tuesday. Agree with a car owner if possible for him to demonstrate the car on Wednesday. Either he comes to the preschool or you can visit with the children at his place.

### **The course:**

#### **Monday**

- ☺ Introduce the topic and remind them about what they have learned about Zambia. Begin with explaining about transportation and why people need to move around in the country.
- ☺ Ask the children how they move from their home to the preschool?
- ☺ Ask how many of the children have been in the nearby town? How did they travel?
- ☺ Ask how many have been further away than that? How did they travel?
- ☺ Show the drawings about various ways to travel. Explain to the children what the various modes of transportation is and what they are called.
- ☺ Go over which of the methods of transport was also used in the old days - and which are new. Explain that man invented those things - to make traveling very easy. In the old days it would take years to travel to other countries, now we can do the same journey in a very short time.

#### **Tuesday**

- ☺ Show the pictures again. Choose some of the children, who do not talk much to explain about what they see on the pictures.
- ☺ Tell that to move we need energy. Remind them that they learned how their bodies get energy from eating sugar and nshima. Energy to play and to work. That means that they as well need energy to walk and to bicycle.
- ☺ Take the children outside to see the bicycle, which you have brought with you. Tell them the name of the vital parts - such as the chain, the wheels, the “engine” etc.. Explain how the energy you get from eating moves via the engine to the wheels.
- ☺ Inside in class again you show the drawings of a car. Explain how people put fuel inside the car - that the fuel burns inside the engine - and that it makes the wheels turn around.

#### **Wednesday**

Take the children for a walk. Visit some people, who have some means of transport.

- Look at the oxcart. Ask the children how it moves. Ask what it can carry. How many oxen use to pull it etc..
- Look at a car (if any available nearby). Let the owner demonstrate how to start the car. How the hooter works - and tell what the hooter is used for. Let him show how the indicators work, the light, show the engine, where to put in fuel etc.. Perhaps he can make a short trip (in turns) with the children.
- Look again at a bicycle. Compare with the car. How many wheels on a car and how many on the bike. A bike has no hooter, what does it have? How many people can ride on a bike and how many in a car?

## Thursday

- Teach the children to make air planes out of paper.
- Teach the children the name of the various means of transport in English.

## Friday





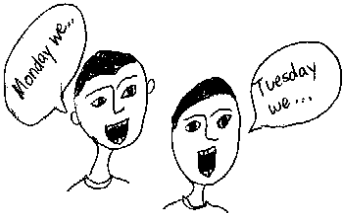
Revise the means of transport. The children shall know:

- ★ The name of various means of transport in local language and in English.
- ★ Know the basics how these means of transport work and how they are used.

Tell a story together with the children. You tell the story, but stop whenever there are mentioning means of transport - in order to let the children fill in the gap.

There was a girl called Mary. She lived in a little village. One day the mother told her, that she was going together with her to visit the grandmother in a town far away. They prepared themselves and started on the journey. How do you think they traveled from the village to the big road? ..... At the big road they had to look for another transport. What do you think they found? ..... In this way they came to the nearby town. They were now very hungry and looked for something to eat. What do you think they were eating? ..... Later that day, they continued the journey - how did they travel this time? ..... After a long time, they reached Lusaka, which is a very big town. Mary had never seen so many people and cars before. How did they travel from Lusaka? ..... They were very tired when they reached the grand mother's home - but they were happy as well, because the grand mother welcomed them so warmly, because she had not seen her grand daughter before.

### Every day has it's own programme

<p><b>Monday</b> - The children learn the topic - they listen, ask questions and understand. They use their brain</p> 	<p><b>Tuesday:</b> The children learn to express themselves. They learn to think independently</p> 
<p><b>Wednesday:</b> The children learn from experiences. They use their imagination</p> 	<p><b>Thursday:</b> The children learn from using their hands</p> 
<p><b>Friday:</b> The children revise what they learned through out the week.</p> 	<p><b><i>The children learn using their brain, their hands and their imagination.</i></b></p>



# **OUR COUNTRY ZAMBIA 3**

## **SENDING MESSAGES (3rd week of 3rd term)**

**Objective:** To teach the children methods of communication.

**What to prepare:** Find two empty tins and a string in order to make a “telephone”. Borrow a radio for Monday, if you do not have one yourself. Remember batteries. Bring also a news paper (it does not need to be a new one) and a magazine.

### **The course:**

#### **Monday:**

- ☺ Ask the children how you can send a message to your aunt in Manza. Let them mention all the methods they know for sending messages. (Travel yourself, send a telegram, radio message, letter)
- ☺ Show the drawings of communication. Ask the children what they see. Explain more about the various methods, which are not known by the children.
- ☺ Bring a radio. Show the children how it works. Listen to some news and play some music. Explain how we can know what is going on anywhere in the world by listening to the radio or watching TV.
- ☺ Talk about how we can learn many things from the TV, radio. Also from news papers and magazines. This is because people who want to teach you things write in the news paper and talk on the radio. Read an interesting piece for the children from the newspaper.

#### **Tuesday:**

- ☺ Revise what the children learned on Monday.

#### **Wednesday**

Make a simple telephone in the class, by using two tins connected with a long string (5 - 10 m). Let some of the children try to use the phone. One will talk in the tin - while the other will listen. One of the children should go outside while phoning. (Through the string the children should hear each other.)

#### **Thursday**

Tell the children today we are going to write a letter to send to a preschool in another country. Have them draw something that they have learned in preschool; home, family, plants, transportation, about Zambia, etc.. After compiling the letter, the teacher should write more about the preschool what it is doing, about life in Zambia. About the village and most especially the children. When finished give the letter to the area leader. DAPP will then post the letter to a preschool somewhere in the world. Then hopefully you will get a reply.

#### **Friday**

Revise the lessons learned with the children. The children should know:

- \* Different ways to get information
- \* How these communication methods function.
- \* How we can learn many things from the radio, TV, news papers and magazines.

## **OUR COUNTRY ZAMBIA 4.**

### **HOW IT'S MADE. (4th week of 3rd term)**

**Objective:** To teach the children how people can change things for our use. Such as how clay can become a brick, how cotton becomes clothes, how a piece of wood can become a spoon. They should also understand the technical development created by man.

**What to prepare:** Find a person who can come to teach the children how to produce something such as string. Find some places to go with the kids to see for example brick production.

### **The course**

#### **Monday:**

- \* Introduce the topic by talking about how people can change things. Such as maize from the field and then is grinded - and made to Nshima. Sugar comes from sugar cane. Buns come from flour - which again comes from wheat (a plant looking more like grass but with big grains).
- \* People can make many things. Show a drawing from the manual (any drawing showing things made by people). Ask which things were made by people (such as houses, cars, clothes etc..) Ask what was made by nature (such as animals, plants, the sun etc.)
- \* Ask which things in the class was made by people.
- \* Take the children outside and ask which things they can see were made by people and which by nature.
- \* Show some cotton wool (best if you have some cotton straight from the field). Show a piece of cotton string. Explain how the cotton from the field is made to a string and from here made to material. Finally the material is sown to a dress or to trousers.

#### **Tuesday:**

- \* If you can manage bring a person who know how to make string out of sisal or fiber. Let her demonstrate for the children. Or you can bring a person who know how to carve out wood for stools, cooking sticks etc.. Let him demonstrate for the children.
- \* Talk about how people have become very clever to make things. Remind them, that they learned that when their grand parents lived there was no cars and TV. People all the time learn how to make things better. Because they look at what is good and what can be even better. That is how we shall also learn to make things better.
- \* Show the pictures in the manual showing technical development. Tell how people made a simple airplane. Now we can move around very fast in the air. There was no cars or bicycles - people only used oxcarts and foot. There was no TV and radio. One could send messages by traveling around and sending letters. There was no plastic - things were made out of wood.
- \* Another thing which people have found out to make is medicine. In the old days there was only traditional medicine made of roots and bark. Today we have much powerful medicine in tablets and injections. This is all invented by man to make life more easy and enjoyable for us.

#### **Wednesday:**

Take the children to places where something is produced. Such as building a house. Let the children learn how the clay change to a brick. How the maize change to millet millie meal etc..

#### **Thursday:**

- \* Make the children produce something. For example out of clay. Make string of fiber etc..

**Friday:** Revise the lessons from the week.

## **STILL HEALTHY AND WELL**

The aim is to teach the children - once again - what they can do to keep themselves healthy through preventive measures. As well to teach the children to help people in need.

## **HEALTHY AND WELL 1**

### **OUR BODY AGAIN ( 5th week of 3rd term)**

**Objective:** To teach the children more about the body to keep it healthy.

#### **The course**

##### **Monday:**

★ Start to revise the lesson from the first term about our bodies. Let the children explain about the five senses tell about the body parts. Explain that now we will learn more about our bodies

★ Ask the children what happens if they hurt themselves. They bleed. Explain how blood runs through small pipes which covers the whole body, the blood is pumped through the body by the heart. Explain to the children that the heart works like a bicycle pump. Demonstrate to the children how a pump works. Tell the children that in the same way the heart pumps blood around in the body. From the heart to the toes and back to the heart. From the heart to the stomach and back to the heart and so on. The blood carries food from the stomach and around to the body - so we get energy to work and to play.

★ Show the drawings about the skeleton. Explain to the children how the bones are inside their different body parts and keep these parts in shape.

★ Show the drawing about the muscles. Tell that the more muscles - the stronger we are.

##### **Tuesday:**

★ Revise the lessons from the previous day. Let the children tell what they have learned, so you can see how much they have understood. Explain again, when it is not clear to them.

★ Tell also about the lungs. Show the drawings about the lungs. Let the children draw in air before and after a run. Ask if they notice any differences in how they breathe. Explain how sport and exercises can help the body grow stronger because when you exercise it also exercises your lungs and makes your muscles and bones stronger..

##### **Wednesday:**

★ Teach the children various gymnastic exercises. If you don't know any, ask a teacher from the primary school for assistance.

##### **Thursday:**

★ Teach the children about how animals function in the same way as people. Take a picture of any animal and point where the heart is. Show how the blood moves around. Tell that they breathe with lungs - all animals except the fish. Fish are very special because they breathe in water and take air out of the water. If they are pulled out of the water they die. Just opposite of us, if we are pulled in water we die.

##### **Friday**

Revise the lessons. The children should know:

★ How the blood moves around in the body. Have some basic ideas of how the heart and lungs work. Know how exercises keep the body strong.

**HEALTHY AND WELL 2**  
**DON'T FORGET TO KEEP IT CLEAN.**  
**( 6th week of 3rd term)**

**Objective:** To remind the children what they have learned previously about how to avoid common diseases through good hygiene. Ensure that all children know and follow the good hygienic behavior.

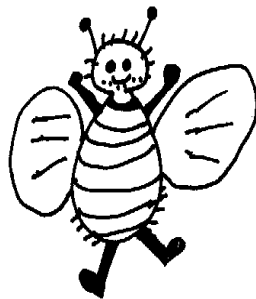
**The course**

**Monday:**

- \* Revise with the children what they have learned about how germs spread diseases. Let them tell how to avoid getting sick. Use the illustrations for them to explain.
- \* Read the following story. Tell them that the story is written by a boy called Moses Phiri in grade 6, who come from a town called Serenje. If they do their best in school - they will also be able to write such stories.

Mr. Dirty Proud Fly by Moses Phiri.

I am the closest and most dangerous friend to people. I don't like places that are clean because I don't find my food there. I like dirty places. I find a lot of rotten food with germs in them. I enjoy eating this rotten food because it makes me grow very fat. Sometimes I am found in people's latrines - and even better I like, when I find faeces laying around in the village. I like this because I lay my eggs in the faeces. With many eggs, there will be even more flies in the future. I fly away carrying dangerous germs on my legs. Then I sit on people's food, plates, cups, spoons and everywhere in the kitchen. I leave my germs on people's food, which are not covered and fly away to some other dirty places. When people eat this food, they become very sick. Who am I? (Let the children guess, before you continue the story)



I am Mr. Dirty Proud Fly. I am proud because people cannot kill me with their hands. I am too fast. I will continue coming to people who keep their houses dirty. Good-bye and see you tomorrow.

- \* Ask the children what they can learn from this story. (To cover food - so flies will not sit on it. To keep the surroundings clean. To use latrines.)

**Tuesday**

- \* Ask the children if they remember the story from yesterday - what was it about.
- \* Introduce the next story - written by a child named Obino Simfukwe - grade 5.

### The story from Obino - Malaria

Once upon a time there was a village, which had long grass and empty tins lying around everywhere. This village had a lot of holes with dirty water in them. All the time and everywhere, people were getting sick from malaria because there were lots of mosquitoes. ( Show the drawing of a dirty village.)

One day, a school boy of this village came home with good news. He had learnt that mosquitoes came, when there was long grass and when there was dirty water around. He told the people of the village, that when the grass has been cut, dirty tins thrown away and soil put into holes with stagnant water, the mosquitoes would die. The people did all that he said and lived happily ever after.

- ★ Ask the children what they can learn from this story: (That we can minimize mosquitoes when cutting grass, cleaning the village and covering stagnant water holes.)
- ★ Ask if their family carried out such preventive measures in the rainy season. Tell the children that they should go home and tell their parents what they learned - like the boy in the story. So next rain season the family can slash the grass and clean up if not done already.
- ★ Lets hear a new story. This is from Johana Thole - grade 6, Lusaka.

### Johana's story - How Mavis and Audrey brought dysentery into our home.

My sister Mavis and Cousin Audrey went to visit our Uncle in David Kaunda Compound. On their way back, they bought some mangoes and guavas and ate them without washing them first. That evening Mavis felt some stomach pains most of the time. At night Audrey also had the same pains. The two visited the latrine all night. The following morning Mavis told her mother the problem, and that there was blood in her faeces.

Mother advised Mavis and Audrey to get ready quickly, so that they could go the clinic. At the clinic they were given good medicine. They got some tablets and also some oral rehydration salts to mix with water and drink.

That afternoon mother told all of us in the family, always to remember washing our hands after using the latrine. We should never eat fruits without washing it first. We should never drink dirty water - but only water from the bore hole.

After two days Mavis and Audrey got better - but I will always remember to wash the fruits, drink clean water and wash our hands. I don't want to get sick like Mavis and Audrey.

- ★ Discuss with the children, what can they learn from the story. (To wash hands, drink clean water and wash fruits - to avoid diseases like dysentery)

#### Wednesday.

- ★ Take a walk to one of the nearby homes (find a clean one to visit in advance). Let the child living at this home give a tour of their home. She should tell how to avoid diseases such as covering food, covering drinking water, putting dishes on the dish rack, always sweeping, putting refuse in the pit, etc. Also have the children explain about good hygiene. How to use the latrine, and wash hands. Let the children tell themselves, you should only assist through questions. Ask the other children if they do the same.

- ★ Walk to the nearby water point. Discuss with the children if it is clean. If it is not agree to come back the day after and clean around it. Discuss how to use it correctly.

**Thursday:** Clean around the water point. Go home and assist parents in cleaning own homes.

**Friday:** Ask each child to tell one thing they have learned something they did before but will change.

# **HEALTHY AND WELL 3**

## **WE HELP OTHER PEOPLE**

**( 7th week of 3rd term)**

**Objective:** To motivate children to assist people in need.

**What to prepare:** Already set up with someone in the community who could use some help from your class. Ask a parent or someone else to assist with coming with you and the children on the visit. Think of things the children can do around the preschool for the responsibility chart.

### **The course**

#### **Monday:**

Teach the children why it is good to help each other and to be nice to each other. At this time talk about children with disabilities and why it is good to be especially nice to those who maybe aren't able to do everything themselves. Talk about responsibilities. Why are they important, so everyone shares in the work. If you have a big task to accomplish for one person it will take a long time, but with many people it won't take long. If you don't have a responsibility chart, make one up at this time. Assign some children to fill the hand washing container, some to sweep, others to water the plants, etc.

#### **Tuesday:**

On this day have the children tell you why helping people is good. Revise with the children about the responsibility chart and assist the children in learning their jobs.

#### **Wednesday:**

You should have already set up a house to visit, before going to explain to the children that they will be assisting someone in the community with a job- this could be sweeping an old woman's house, helping plant, removing leaves, painting a house, etc. Make sure you have already set up to have someone else in the community assist with taking care of the children.

#### **Thursday:**

Help the children in making a plan of what they will help their family with when they go home. Tell the children they will be expected to tell each other the next day what they have done. This could be that the children decide to help their mother tend a baby sister, or carry water, or gather firewood.

#### **Friday:**

Revise with the children about what they have learned during the week about helping others. Explain why it is important to help other people. Revise the responsibility chart and make sure the children are still doing they expected jobs. Have the children report to each other what they have done. Let them express themselves if it made them feel good and big. If they felt better about themselves because they helped.

## **HEALTHY AND WELL 4**

### **OUR RIGHTS ( 8th week of 3rd term)**

**Objective:** To teach the children basic rights - and discuss girl and boy rules.

**What to prepare:** Prepare a sketch for the children about rights.

#### **The course**

##### **Monday:**

- ☆ Revise with the children about helping others. Ask the children how they have helped people over the weekend. Let the children tell you what all they have done.
- ☆ Revise about the responsibility roster.
- ☆ Explain to the children about the different rights each child is born with. Sometimes these rights are taken away from children and even adults. This is the time children should learn what they are entitled to just for being born and to never let anyone take these rights away.
- ☆ Discuss with the children what they think every child should have: a name, a family, a home, love, health, education, dignity, and unity.
- ☆ Also at this time discuss with the children about girls' and boys' rules. How never to let adults make them feel uncomfortable and that there are certain parts of their body that no one is allowed to touch. If an adult makes them uncomfortable because of what they are saying or doing, the child should tell an adult.
- ☆ Show them the basic rights picture.

##### **Tuesday:**

- ☆ Review with the children the previous discussion held on Monday.
- ☆ Let the children express their thoughts about what they've learned. Let them ask questions.
- ☆ Ask if any have been made uncomfortable by an adult or peer.
- ☆ Revise about the rights of children. Ask them to name the different rights they have just by being born.

##### **Wednesday:**

- ☆ Having already prepared a sketch about children's rights, ask for volunteers to help in the sketch.
- ☆ Have a sketch about children who are not given all their rights and how they were sad and didn't reach their full potential. Then in contrast have the children make a sketch about children who were given all their rights and how far in life they reached.

##### **Thursday:**

- ☆ Revise with the children about children's rights, teach them English along with Tonga.
- ☆ Make a smiley face picture on one piece of paper, and a frowny face on another. Then make a list of situations children could be in and let the children point to a paper by how they would feel in that situation. Also you can have the children either frown or smile themselves.

##### **Friday:**

- ☆ Revise all the children have learned throughout the week.
- ☆ Let the children tell you what rights they have as children.
- ☆ Also let the children explain about boys' and girls' rights.

## **OUR WORLD - THE PLANET EARTH**

The aim is to teach the children about our planet. To make them understand the diversity and open up their interest and their hearts in order to learn more. They should learn that people live differently, because the environment is different, that people have different cultures and look differently. They should very know about the world and about the universe.

### **OUR WORLD - THE PLANET EARTH 1** **HOW PEOPLE LIVE IN OTHER COUNTRIES** **( 9th week of 3rd term)**

**Objective:** To teach the children about the world and make them understand the world map. To give them examples of how people live in other countries.

#### **The course**

##### **Monday:**

- ★ Show again the map of the community. Show the map of Zambia. Revise how the map shows the towns of Zambia, the roads, the rivers and the lakes.
- ★ Explain how Zambia is one country, but that there are many countries in the world. Like we make a map of the community - and some made a map of Zambia. We do have a map of the whole world. Show a map of the world. Show where you find Zambia on the world map. Make the children recognize that it is the same shape on the two maps.
- ★ Tell that the blue on the map all is water. Most children will only have seen dams and rivers. Tell that oceans have so much water, that when looking over the water, one will see nothing else than water. Tell that there are places surrounded by water they are called islands. The area near the water is called coast. (Show a picture of a coast and the sea.)
- ★ Tell that this week they shall learn more about how people live in other countries.
- ★ Show the first journey we want to make. Point out how to move from Zambia to Greenland. Ask the children how they could travel to Greenland. Show them again the illustration of an airplane and agree that this would be a good way.
- ★ Read the story about Greenland and show the illustrations in the process. You must have prepared yourself well, so you can read the story fluently in the local language.

#### **Our first place to visit is Greenland.**

A very big island - meaning that it has water on all the sides. It has a very strange name. One should think the land was green - but in fact it is not. The closer we get, we see that the land is totally white. The whole island is full of ice. 3-4 km thick layer of ice is covering the island. (Explain that ice is water which is frozen.) That happens when it is very cold. Ask if any of the children have experienced ice - or eaten ice-cream. Show a picture of the ice and snow.) Because of the ice, Greenland cannot have agriculture at all. No fields with maize and vegetables. No trees and bushes. No cattle. In the warm season a few plants will grow along the coasts - a coast means near the sea - which is a very big water. (Show the picture of animals from Iceland.) The wild animals there are polar bears, various types of birds, seals and in the sea there are many types of fish.



People live there as well. Not many - because people need food, clothes and houses to live. All these things we get from nature. And in places where there are few things in the nature - it is difficult for many people to survive. So they are few. Both people and wildlife live along the coast - in the middle of the island you find only ice and snow.

In Zambia we build houses of bricks with grass roofs. In Greenland you cannot dig up the soil for building because it is frozen. There are no trees and no tall grass. Traditional people build houses of ice. Ice is frozen water and it is hard as stone. One can cut it into bricks and build houses from it. The weather is so cold that it will not melt. Even when people put a fireplace inside the ice hut it will not melt. Because outside it is just too cold.

In the very cold climate it is important to be dressed very warm to survive. The best and warmest clothes is made from skin from animals such as seals and polar bears. (Show a picture of the clothing). People mainly eat meat from the animals and fish - since there are no vegetables and maize for nshima. The people in Greenland are light brown in the skin and they have black straight hair. (Look at the picture with the clothing and concentrate this time on how people look like)

Today the people living in Greenland have brought things from other parts of the world to make a better living. Timber to build houses from, clothes, machines - even cars and telephones. (Show the picture from Greenland with houses).

### **Tuesday.**

★ Show again the world map and ask one child to show where Zambia is located. Let another child show Greenland, and another child show where the water is on the map and where the countries are.

★ Let the children tell what they remember about the visit to Greenland.

★ Tell that we now will visit another place in the world called China. Point out the country on the map. Agree with the children that this is a very big country.

## **Second visiting place China.**

We now leave Greenland - the cold and icy island and travel to China. We must see this part of the world, because most of the people on the planet live here. More people live here, then in all the other parts of the planet put together.

There are so many things to see in China. It is a huge country. The people there are from different tribes and speak many different languages. The nature varies more than the people - cold in the north and hot in the south. Some of the land is not good for agriculture as part of it is a desert - part of it is has tall mountains. (Show pictures of a desert and of tall mountains). To avoid starvation every small piece of fertile land is being used. To get enough land people have cut steps/ terraces into the mountainsides - and placed fields on each of the steps. It has been a gigantic job - and they have done most of it by hand. Digging and carrying the soil around. (Show a picture of fields on the hill sides) The basic food is rice. Relish consists of various vegetables such as cabbage, potatoes, carrots, green beans and green pepper. Those who can afford as well eat pork, goat and chickens. Cattle is not common. People do not eat rice with spoons - they eat with special sticks. Being a visitor it is quite difficult to get satisfied because it takes time to get used.

The Chinese people are a little smaller than us. They have brown skin and slanting eyes. Shining black straight hair. Most families are very small. This is because the government made a rule that every married couple in the towns can only have one child - and those in the villages only two children.

Children in schools have to work very hard because it is not easy to learn writing Chinese. Every word has it's own sign called characters - and there are so many different signs - as there are different things. (Show the illustration of some signs). Besides these characters, they learn our alphabet in order to be able to read English.

### **Wednesday:**

- ★ Revise with the children what they have learned about the world.
- ★ Take them to the third visiting place.

### **Third visiting place USA - United States of America.**

We would like to visit USA - the United States of America. We first come to New York City. A town built on a small piece of land, because more and more people kept coming to live in the city they couldn't move out so they moved up. In New York City you will find some of the tallest buildings in the world. These are called skyscrapers because they seem to scrape the sky since, they are so tall. One of the tallest buildings is the Empire State Building, it is as tall as 102 houses put on top of each other. Once you are up in the top you have a fantastic view - you can look down on the roofs of the other very tall buildings. It is also a little scary. On windy days the whole building is swaying in the wind - it has to - otherwise it will break. One could be too tired walking up the steps to the 102nd floor. In all the big buildings there are machines called elevators, which take people up and down.

USA is very developed with many cars, TV, radios etc.. A family often has more than one car and more than one TV. (Show a picture of an average American family). But we will also find very poor people in America living in bad parts of town called slum areas.

People living in America have come from many different countries in the world. Therefore you cannot tell how an American looks like. You could be surprised, because some are black just like us. Others are Chinese. Others are white.

USA is very big - and the climate varies from extreme cold to very hot. Therefore the crops grown vary very much as well - but most of the crops are grown on very big farms and these farms use mostly machinery such as tractors.

### **Thursday.**

Revise what you learned about America.

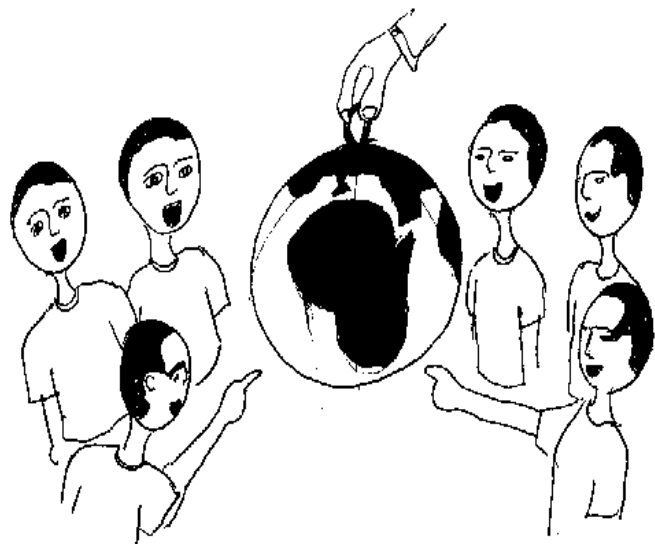
Let the children draw something from one of the countries they learned about.

### **Friday.**

Start by letting some of the children volunteer to stand forward, show their drawings and Revise what they have learned about other countries - the children should know:

- ★ That the world map shows our planet with Zambia, the sea and other countries. They should be able to find the countries they learned about on the map.
- ★ They should know that people live in a different way s and look differently in various places on the earth and be able to give some examples.

**Small children can learn big things  
- here they learn about Planet  
Earth**



# **OUR WORLD - THE PLANET EARTH 2**

## **THE SUN, MOON AND STARS.**

**( 10th week of 3rd term)**

**Objective:** Children should have a basic knowledge about the stars, the moon and the sun. They should be able to understand, why there is light during the day and darkness during the night. They should also know our sources of light during day and in the night.

**What to prepare:** Bring a short candle, matches and a round object (ex a ball) for Wednesday.

### **The course**

#### **Monday**

- Ask the children from where we get light in the day and in the night (Sun, moon, stars).
- Take the children outside to look at the sun. Show how they can “make the sun disappear” by placing the thumb in front of the sun. Explain that the sun looks small - but it is big because it is so far away. Actually it is very big. Show how some other things look small, because they are far away (whatever you can see far away, such as trees, houses etc..).
- Tell the children that all the stars they see in the night would look just like the sun if they were closer, it is just that they are smaller because they are further away.
- Give the children the task to go home and look at the stars and the moon in the night.

#### **Tuesday**

- Tell the children to report, what they saw the night before.
- Explain that the Earth on which we live is round. Take the ball and explain, that the ball symbolizes the earth. Take the candle and tell, that it symbolizes the sun.
- Light the candle and place it on a table. Draw a Z on the ball and tell, that this is our country Zambia. Hold the ball near the candle and show how one side of the ball is light and one side is in the shadow. Explain that the earth is always moving, that it spins around itself. Spin around the ball and explain that the earth does so every day. When the Z faces the sun (the candle) it is day. When the Z is behind on the ball it is night - as we cannot see the sun, and it can give us no heat.
- Tell thereafter that the earth also moves around the sun in a ring called an orbit. Because if the earth moving around the sun we have different seasons. Demonstrate the seasons by moving the ball in a circle around the candle.

#### **Wednesday**

- ★ Revise the lesson from the day before.
- ★ Teach the children a song about the sun, moon or stars. E.g..

*Twinkle, Twinkle little star, how I wonder, what you are.  
Up above the world so high, like a diamond in the sky.*

#### **Thursday.**

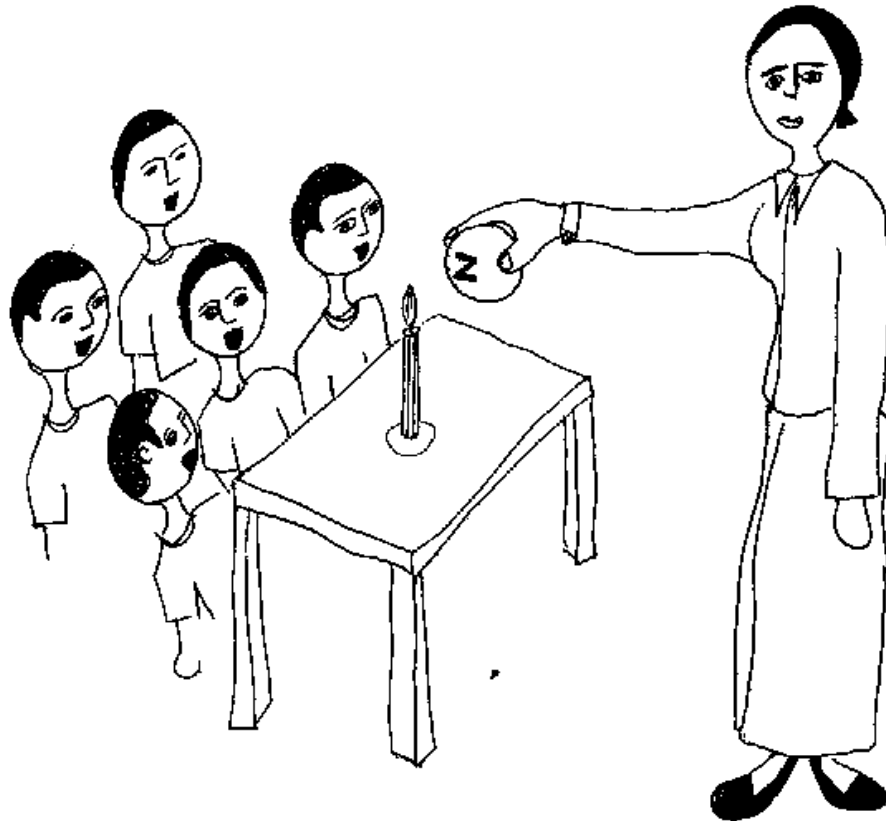
Let the children draw day and night with stars, sun and moon.

## Friday

Revise the lessons learned with the children - they should know:

- ★ That the sun give us heat and light. That it is big but looks small because of distance.
- ★ That the stars are suns which are very far away.
- ★ That the moon give us light in the night.
- ★ That the earth moves around itself and around the sun. This make seasons and day and night.

Tell the children a story about the wind and the sun: Once upon a time the wind and the sun made a competition to find out who has more control over man. As they were watching down the earth, they saw a man who had wrapped a blanket across his shoulders. The wind said he could manage to get the blanket away from the man just by blowing heavily. the wind went ahead and blew heavily. the man felt more cold because of the wind, so he held the blanket tighter. As the wind increased its force the man held the blanket even tighter so the wind gave up. The sun laughed and said he could do it easily. So the sun shone very bright. The man began to sweat and he took of the blanket.



## **OUR WORLD - THE PLANET EARTH 4**

### **OUR CHANGING WORLD ( 11th week of 3rd term)**

**Objective:** To teach the children that the world are constantly changing. They should know that life on earth has changed much and know the basic history of Earth.

**Preparation:** Materials to make a paper mache globe. Maps, and pictures of world.

#### **The course**

##### **Monday**

- Welcome the children and have them sit in a circle. Ask the children their ages, then ask them if they know how old different living things may be; such as a flower, tree, and then ask how old they think the planet is.
- Tell the children the planet is very old 4.5 billion years old compared to a human that is very old, to the universe, quite young.
- Explain to the children that life on the planet has evolved into what it is now. How just like the planet developed so did the plants and animals. The planet has gone through different stages in its life, just like humans. At birth it had small simple living forms but as it evolved so did the life forms into bigger and more complex creatures until human beings developed.
- Explain how the earth has gone through periods when it was very hot and also times when it was covered with ice.

##### **Tuesday**

- Revise with the children about the earth as a living planet. How it changes all the time. How weather makes it change, rivers, winds shape mountains, plants and animals die. As humans we can't change too much of the world, but must adapt.
- Ask the children how they adapt to the different temperatures. Putting warm clothes on, staying in the shade, blankets at night.
- Give the children time to ask questions, they will have many.

##### **Wednesday**

- Revise with the children how weather changes the earth around them.
- Prepare to take the children to different locations around the area that have been changed by nature. A tree that fell down, a river that has left a deposit of sand, rain that has washed some soil away, etc. Explain about soil erosion and how if people burn fields and cut down trees then the soil can easily be washed away by rains and then nothing will grow and then that land will become a desert.

##### **Thursday**

- Make a globe with the children, this will have taken preparation on your part. Use something round as the model and cover with a flour/millie meal paste and then cover the strips of newspaper with this paste. Keep covering the round object with strips of paper and the paste, until it looks like a round globe. Let it sit.
- Let the children draw pictures of the world .

##### **Friday**

- Begin with painting the globe. Revise what the children have learned the whole week.

# **Prepare open day. Prepare for grade 1.**

**( 12th week of 3rd term)**

**Objective:** To prepare the children who will go to grade one to feel comfortable in switching to the school. Revise some of topics in the quarter and prepare for open day.

**Preparation:** Set up with the headmaster at the primary school the day for the children to visit the school. Bring on the open day all the things the children have drawn, and everything you have done together in the preschool. Write a report about each of the children so you can give it to the parents.

## **The course**

**Monday:** Revise with the children all the different things they have learned. Ask the children questions. Let the children choose favorite games to play. Revise all the letters, numbers, and words the children have learned.

**Tuesday:** Explain to the children about visiting the primary school the next day as well as the open day on Friday. Let the children ask any questions they have. Prepare a sketch for Friday's Open Day that the children will perform for the community and parents. Tell the children to remind their parents to come on Friday. Decide how each child will participate.

**Wednesday:** Visit with the children and a helper to the primary school. Let the headmaster take the children on a tour of the school and meet the teacher who will be teaching grade 1. Let those children who will attend grade 1 sit in the classroom with the other children while you or the helper return to the preschool and play games with the other children and review what has been learned over the months.

**Thursday:** Let the children express themselves. Ask the children what was their favorite thing to learn. Give all the children a chance to respond. Then give the children time to make an artistic creation - this could be through clay, or painting, coloring, etc. Have the children make it relate to what their favorite thing was about the preschool.

**Friday:** Open Day. This is the day that all the community attends and the parents. The children are the product of this community preschool and should be in the front of this day. Don't take up much time yourself, but let the children express themselves and do what they had agreed to do earlier that week. Let the children perform the sketch, any songs, dances, games they have learned. You should have the children explain the pictures drawn, show the globe, the plants they have planted, artwork, display everything that has gone on during the year. This should be like selling the preschool - You want to explain to the community, the value of the preschool. Serve refreshments if the preschool committee is able to assist with this through contributions from the community.

USE INSPIRATION FROM THE FIRST OPEN DAY.

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OPEN DAY.  
PRESENT THE RESULTS THROUGHOUT THE YEAR.

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