



# Exemplar Play-Based Learning Lesson Plans

For Basic Education Class 1 to 3



The **LEGO** Foundation

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This resource was developed as part of a technical assistance partnership between the Ministry of Basic and Senior Secondary Education (MBSSE) and Right To Play (RTP),<sup>1</sup> focusing on primary education. The partnership seeks to support the national education priority of improving learning outcomes by strengthening play-based learning in schools in Sierra Leone. The partnership also includes BRAC,<sup>2</sup> who are focusing on early childhood development/education. Together, Right To Play and BRAC are supporting the MBSSE in providing high-quality, play-based early childhood development (ECD) and primary education to children aged 3-12. The partnership with BRAC, who are focusing on pre-primary education, is essential to achieving results at the lower primary level. Together, MBSSE, Right To Play, and BRAC aim to ensure a smooth transition from ECD to primary school.

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<sup>1</sup> More information about Right To Play can be found at <http://www.righttoplay.com>.

<sup>2</sup> More information about BRAC can be found at <https://bracinternational.org>.

# Foreword

In practice, the pedagogy used by teachers is the most critical factor that determines improved learning outcomes for pupils and, consequently, a strengthened human capital, reduced poverty, and reduced inequality. Play-based learning (PBL) is an integral part of the new pedagogy we are using to accomplish our goal to reduce learning poverty and recover learning loss among our children through Foundational Learning.

Since 2021, the Ministry of Basic and Senior Secondary Education (MBSSE) has worked with Right To Play to support the national education priority of improving learning outcomes by strengthening play-based learning in schools in Sierra Leone. The Right To Play program initially focuses on three core subject areas of lower primary aligned to this vision: Mathematics (Numeracy), English (Literacy), and Civic Education, where teachers are supported with playful pedagogical skills and play-based learning lesson plans and materials to deliver the curriculum learning objectives and to support learners to develop creativity and critical thinking skills. A pilot was implemented in Bo and Port Loko districts, reaching 19 teachers and 811 pupils, including pupils with disabilities.

This package of exemplar lesson plans was developed to support teachers across Sierra Leone to see how play-based learning can be used to deliver the learning outcomes of the new curriculum. The package features lesson plans created through a collaborative process between a core group of expert teachers (teacher trainers) from Milton Margai Technical University and global experts at Right To Play. The lessons are based on our national primary school curriculum and grounded in Sierra Leone's contextual realities. Teachers can implement them in their classes or use them for inspiration when planning their own play-based lesson plans. I trust you will find this insightful as you reflect on how you can leverage learner-centred pedagogy to shape the future for the next generation of young Sierra Leoneans.



Dr Yatta Kanu

Chief Education Officer, MBSSE

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# Introduction for teachers

The 2020 National Curriculum Framework emphasizes learner-centred pedagogy, where teachers are facilitators of learning and pupils are active participants in the teaching-learning process.<sup>3</sup> Play-based learning (PBL) is one of the approaches that can help unlock the potential of teachers to deliver the curriculum and place children at the centre of learning.

Using the power of play continues to be a priority for the Ministry of Basic and Senior Secondary Education (MBSSE) as the Ministry focuses on reducing learning poverty (the inability of children to recognize letters or numbers and to read with understanding at age 10). One of the key strategies for reducing learning poverty is to boost foundational learning from pre-primary to Class 4. Foundational learning includes literacy, numeracy, and life skills (socio-emotional skills). PBL is an integral part of the new pedagogy MBSSE is using to accomplish this goal.<sup>4</sup>

This resource provides Stage 1 teachers (Class 1 – 3) with 19 lesson plans that use local games to achieve learning outcomes in Mathematics, English Language Arts, and Civic Education. You could look to these lesson plans for examples of how to use PBL for learning outcomes, or even implement some of them with your class.

As you read these examples, you might think of other ways to use the same game to teach a different learning outcome, or you might come up with other playful activities to teach the same topic. There are many ways to use PBL, and we encourage you to be creative and share your ideas and experiences with your fellow teachers.

When you prepare your own lessons, remember that games can be a great way to learn, but there are many forms of play that you can use. Keep your focus on the learning outcome and plan activities that align with the learning outcome.

## Overview of play-based learning (PBL)

Play is a universal idea. Across different cultures and settings, people engage in some form of play. Play is a fun and enjoyable activity that has many characteristics, like being freely chosen, actively engaging, meaningful, and fostering imagination in players.<sup>5</sup>

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<sup>3</sup> Ministry of Basic & Senior Secondary Education, 2020

<sup>4</sup> Based on personal communication from Dr Yatta Kanu (March 10, 2023).

<sup>5</sup> Eberle, 2014; Farné, 2005; Fromberg & Gullo, 1992; Sutton-Smith, 1997

**Play-based learning** is learning through different types of play that are selected **for a purpose or learning goal**. PBL has many of the same fundamental features of play, but it is also different because it is **intentionally used for learning**. Play-based learning helps children to make sense of their learning and the world around them by using play and playful environments that match children's level of development and the learning goals.<sup>6</sup>

There are many different ways to play. Common play activities in your community could include ball and non-ball games, songs, skits, and drama. Even projects, debates, or science experiments can be done in playful ways.

A group of educators and researchers from around the world came together and identified five key characteristics of learning through play.<sup>7</sup> These characteristics help us recognize PBL experiences. When you use them, remember that not all five are always necessary for an experience to be playful.

Joyful	Meaningful	Actively engaging	Socially interactive	Iterative
Pupils enjoy what they are doing and find it pleasurable.	Pupils can make connections between their playful experiences and other experiences from their lives.	Pupils use their hands and their minds actively during the experience.	Pupils interact and communicate with others.	Pupils test out different ideas many times and/or in different ways.

See below for how these characteristics can help you plan your own PBL lessons.

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<sup>6</sup> Pyle & Danniels, 2017

<sup>7</sup> Zosh et al., 2019



# Tips for creating your own PBL lesson

## 1. Identify the learning outcome(s) that the lesson focuses on.

**Example:** By the end of the lesson, pupils will be able to use mental math to multiply by 4.

## 2. Think of activities that will meet the learning outcome(s) and that pupils will enjoy.

Some things to think about are:

- To meet the learning outcome, do pupils need to know something, use a skill, or form an attitude?
- What types of activities help pupils to develop this knowledge, skill, or attitude?

**Example:** Activities that help do this are:

- Activities where they are given equations, e.g.  $4 \times 5$ .
- Activities where they need to apply mental math to solve the equations.

- How can you use PBL for the learning outcome(s)?
- What activities do your pupils enjoy or find engaging?
  - What are their interests?
  - What types of play have you seen them play before?

**Example:** You can use direct teaching and good questioning to get pupils to identify mental math strategies for multiplication. Then the class can play a game to practice applying the mental math skills to solve different equations.

## 3a. If you use a game, brainstorm games that you can play in a way that develops the learning outcome(s). You can MODIFY the game for the learning outcome(s).

**Example:** What is a game where pupils can apply mental math skills to solve equations?

We can modify a game to integrate the equations into it. Some ideas are:

- Ardie:** Each box in the court has a number. Pupils toss a stone/seed onto a number. They use mental math to multiply that number by 4.
- Ghegeh:** Write numbers on to the stones (or instead of stones, use bottle caps or small cardboard pieces with numbers written on them). When a player finishes

*their turn, the team looks at the numbers on the stones they've collected and try to multiply those numbers by 4 as fast as they can.*

**3b. If you use another type of play, think about how to play in a way that develops the learning outcome(s).**

★ Games can be a great way to learn, but remember that there are many forms of play that you can use. It's also okay to combine play with direct teaching when you need. Sometimes you might even decide not to use play, but you can still think of ways to make the lesson engaging.

**Tip:** Use the five characteristics of learning through play<sup>8</sup> to make sure your activity is playful:

Joyful	Meaningful	Actively engaging	Socially interactive	Iterative
Pupils enjoy what they are doing and find it pleasurable.	Pupils can make connections between their playful experiences and other experiences from their lives.	Pupils use their hands and their minds actively during the experience.	Pupils interact and communicate with others.	Pupils test out different ideas many times and/or in different ways.

You can create your own playful activity that has these characteristics. Or, you can make an existing activity more playful by increasing the chances to experience some or all of these characteristics in your lesson.

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<sup>8</sup> Zosh et al., 2019

#### 4. Plan how to facilitate the activity, including:

- What will you do to help pupils meet the learning outcome(s)?

**Example:** Circulate and observe if pupils can use mental math. As they play, you hope to see that:

- Pupils are trying to solve the equations, not only jumping through the court/catching stones.
- All pupils have chances to use mental math (e.g. teammates don't call out the answer before the pupil calculates it themselves).
- Pupils are able to solve the equations using mental math.
- Provide support and encouragement as needed.

- What questions can you ask to support learning?

For example, you can ask:

- Questions that bring out their previous knowledge about the topic.
- Questions that highlight how they experienced the learning outcome during the activity.
- Questions that build their knowledge or skills by getting them to think deeply.
- Questions that challenge them to apply the new learning.

**Example:** What is a game where pupils can apply mental math skills to solve equations?

We can modify a game to integrate the equations into it. Some ideas are:

- Have you ever had to calculate something in your mind before? Where? Why?
- During the game, what did you do to multiply the numbers in your mind?
- How could mental math help you outside of school?

#### Additional example: Active learning and creative play

**Learning outcome:** By the end of the lesson, pupils will be able to demonstrate how to avoid road accidents on their way to school.

This learning outcome requires pupils to use a skill. To use this skill, they first need to recognize hazards and basic road safety practices.

Activities that help do this are:

- Activities where they identify hazards and safe and unsafe practices.
- Activities where they demonstrate safe practices.

One way to use PBL in this lesson is to first use an active learning strategy to introduce the new material. You can show scenarios and ask questions to help pupils identify

hazards and safe practices. Share scenarios in an engaging way, such as pictures, puppet shows, dramatization by the teacher, or observing the surroundings outdoors.

Now that pupils recognize hazards and safety practices, they can use dramatic play to demonstrate safety practices. They can set up a pretend road and practice crossing the street in pairs/small groups. Make it joyful and meaningful by encouraging them to imagine different scenarios (e.g. crossing in the rain to buy mangos).

## Tips for delivering a PBL lesson

When you implement a PBL lesson in your class, remember that:



### **You can use questions to support learning and assessment.**

- Ask questions that allow pupils to demonstrate their understanding of the learning outcomes and ask you questions in return.
- Try to ask questions in response to what pupils are doing and saying – treat the questions in these lessons and your own plans as a guide, not a script.



### **Giving pupils opportunities to be in control and make decisions supports their learning.**

- Look for opportunities for pupils to make decisions about their play and learning. Some ideas are given in the exemplar lessons.
- Speak to pupils in an invitational tone. When possible, you can invite, encourage, or challenge them to do something instead of directing them to.



### **Play is for everyone.**

- Make sure all pupils (including girls, children with disabilities, and especially lower achieving pupils) have opportunities to answer questions, share ideas, and take leadership roles.
- When forming groups, encourage pupils to form mixed-sex groups and groups with different levels of knowledge and skill.
- Check if pupils with disabilities can play the game/activity comfortably. If not, think of ways you can modify the play to include them and ask the child with a disability how they would like to modify the game/activity so that they can play in a fun way.

**Tip:** The MBSSE Education Knowledge Platform has a tip sheet with additional guidance on gender-responsive facilitation: <https://mbsseknowledgeplatform.gov.sl/wp-content/uploads/2021/12/Facilitation-guidance-How-to-make-sure-facilitation-is-gender-responsive.pdf>

## Other PBL resources

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To learn more about how to use PBL in your classroom, see the resources below on the MBSSE Education Knowledge Platform:

- *Sierra Leone Play-Based Learning Lesson Plan Development Guide*
- *Identifying and Writing Learning Outcomes*
- *P.O.W.E.R.: Play Opportunities for Wellness and Education Resource*



# Mathematics

## Lesson plans

Class	Learning outcome	Local game or play activity	Page
2	By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens).	<u>Akkra</u>	10
2	By the end of the lesson, pupils will be able to add two single-digit numbers to sum 10.	<u>Spinning Wheel</u>	14
2	By the end of the lesson, pupils will be able to use mental strategies for multiplication by 4.	<u>Ardie</u>	17
2	By the end of the lesson, pupils will be able to identify odd numbers between 1 to 20.	<u>Basket</u>	21
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>Count orally forward and backward in multiples of 100 up to 1,000.</li><li>Use a number line to locate multiples of 100 up to 1,000.</li></ul>	<u>Man Northing</u>	25
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>Write numbers in multiples of 10 up to 100 in words.</li><li>Match numbers in words with figures up to 100.</li></ul>	<u>Fall Kaka</u>	28
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>Describe fractions using shapes (square).</li><li>Identify the numerator using shaded parts of a square.</li><li>Identify the denominator using shaded parts of a square.</li></ul>	<u>Tin Tan Too</u>	31

**Note:** These exemplars are provided in English, but you should continue to use local languages during your lessons as appropriate, following the national education policy.

# Akkra for Mathematics

Syllabus: Mathematics – Class 2, Unit 1: Number and Numeration (p. 22)

**Lesson Title:** Count It: Mental Math Practice

**Theme:** Number and Numeration

**Lesson Number:** 05

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to use their mental math skills to count forward and backward in different multiples (e.g. by ones, twos, fives, and/or tens).



## Teaching Aids

- Timer or clock



## Preparation

- Ensure a clear and safe space to play 'Akkra' in pairs.

## Opening (6 minutes)

1. Introduce the lesson. State that the pupils will build on previous learning of grouping items into twos, fives, and/or tens and counting in these multiples.
2. Ask volunteers to share and explain what they did in the homework from the last lesson.
3. Recap previous learning: Ask pupils to give you examples of grouping numbers. Ask a range of pupils covering grouping in twos, fives, and tens. If pupils have forgotten or are struggling, do not tell them the answer, but guide them.
4. Consolidate previous learning: State what grouping is and give examples.
5. **Ask:** How high can you count to?
6. Invite pupils to participate in a counting race. Together with pupils, choose a number within their abilities and the time available (e.g. counting to 20 or 30).
7. Ask 3-4 volunteers to race:
  - Challenge them to take turns counting to the number as fast as they can.
  - Time them and tell the class the time. Encourage the class to recognize the achievements of all volunteers (e.g. clap/cheer for each one).





**Note:** It is fine for the volunteers to count in ones. If anyone has figured out that they can count in multiples, you can highlight their strategy as you move into the next section.

8. **Say:** Today we will practice a fast way to count in our heads.
9. Show and explain the learning outcomes. Explain why counting in multiples is important and give an example from real life.

## Introduction to the New Material (5 minutes)

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1. Invite pupils to share the different ways they can count to 20 (or another number that fits the class's math skills).  
  
If pupils need support, give an example. (E.g. Count by twos out loud and have the pupils count with you. Then get the pupils to count aloud by themselves and listen closely for mistakes or pupils not engaging.)
2. Write as many of the different ways of counting by groups as the class shares on the board or flipchart paper.

If the class needs support, count by a grouping (multiple) and ask the pupils to guess what you are counting by.

3. **Ask:**
  - Why do you think it's useful to be able to count in groupings? Why do you think it's helpful to be able to do this in our head?
  - In everyday life, do you see people counting in groupings? When?

**Example answers:** In the market, X is sold in groups of 6 or 12.

4. Ask if pupils have any questions and discuss the answers.

## Guided Practice (5 minutes)

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1. Invite pupils to play 'Akkra' to practice counting by groups.
2. Ask two volunteers to briefly demonstrate how to play:
  - Their challenge is to count by tens and see how high they can count up to 100.
  - Facing one another, the pair claps and jumps to a rhythm.
  - On the last beat, each player sticks out one foot, and they count and say the number aloud (e.g. '10... 20... 30...').
  - If their feet are on the same side (like a mirror, e.g. P1's left foot is facing P2's right foot), they need to repeat the previous number (e.g. '40... 40...').

- If they stick out their feet on different sides, they can move on to count the next number (e.g. '40... 50...').

If the class needs help playing, invite one pupil to play with you to demonstrate.

3. After the demonstration, check if all the pupils understand how to play the modified game. Ask if pupils have any questions and discuss the answers.

## Independent Practice (14 minutes)

1. Share with the pupils that their challenge is to pick a grouping from the board (or another grouping not on the board, depending on pupils' ability) to count by and see how high they can count up to 100.

If they are able to count to 100, challenge pupils to see how high past 100 they can count, using the same grouping or a more challenging grouping.

2. Invite the pupils to pick a partner to play with and give the class 10 minutes to play together, trying out different groupings to count by.

Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.

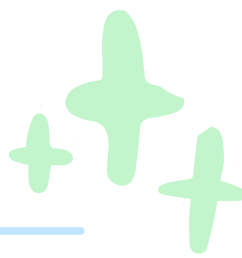
3. When pupils can count forwards comfortably, challenge them to play counting backwards.
4. Invite pupils to share their ideas for how to play the game in the next round.

**As pupils play,** move around and record observation notes on who is excelling in counting, how high different pairs can count to, and who requires more support.

### **As they play, you could ask:**

- What groupings did you count by? Which were easy? Which were more difficult?
- Why were some groupings easier than others?
- What was it you found difficult? (Try to get the pupils to explain exactly what it was they found difficult.)

**Note:** *If pupils found certain things difficult, work with the pupils to explain. Then get the pupils to count forwards and/or backwards using the grouping they struggled with.*



## Closing (5 minutes)

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1. Bring the class back together in a circle and invite a pair to come to the centre and play a round to show how high they were able to count by their chosen grouping.
2. **Ask:**
  - What groupings did you practice counting forwards in? Backwards?
  - What grouping do you want to be able to count faster in? What can you do to practice?
  - Give two or three examples of where you might count forward or backwards in multiples.
3. Recap what the pupils learned in the lesson.
4. Remind the pupils of the expected learning outcomes for the lesson and explain how they met them.
5. Give a homework assignment to the pupils.
6. Simply and briefly introduce what they will learn in the next lesson.
7. Close the lesson.

# Spinning Wheel for Mathematics

Mathematics – Class 1, Unit 8: Everyday Arithmetic, Addition (p. 14)

**Lesson Title:** Addition up to 10

**Theme:** Everyday Arithmetic

**Lesson Number:** M – 01 – 010

**Class/Level:** Class 1

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to add two single-digit numbers to sum 10.



## Teaching Aids

- Objects for counting
- Hard board
- Markers
- Paint
- Foot rule



## Preparation

- Draw the wheel of addition on the hard board to the sum of 10.
- Place a pointer that pupils can spin on the wheel (see diagram below).

## Opening (5 minutes)

1. Introduce the lesson. Say that the pupils will build on previous learning about addition of numbers.
2. Recap previous learning:
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Tell the pupils to count from 0 to 10.
  - Ask them to write numbers 1 to 5 in their books/slates.
  - Ask the pupils to count their fingers aloud.
3. Tell pupils the expected learning outcome for the lesson: Today we are going to learn about addition of single-digit numbers to the sum of 10.

## Introduction to the New Material (5 minutes)

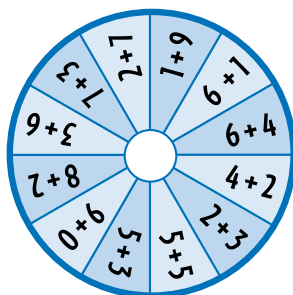
1. Put two objects and one object separately on a desk. Invite the pupils to count each set of objects separately (two objects then one object).



2. Next, put the objects together and ask pupils to count them all.
3. On the blackboard, draw one ball and three balls. Ask the pupils to count the balls all together.
4. Consolidate learning by demonstrating  $2 + 1 = 3$  using objects.
5. Consolidate learning by demonstrating  $1 + 3 = 4$  using the balls drawn on the board.
6. Invite the pupils to practice  $2 + 2 =$  and  $1 + 1 =$  using objects.
7. Ask a selection of pupils some basic questions to demonstrate how they understand. Discuss the answers.
8. Explain to the pupils that although they have only done sums up to five, the same thing applies to sums that total 10.
9. Show an example by placing six objects on the table and four objects on the table. Count with the pupils to show they total 10.

## Guided Practice (8 minutes)

1. Invite pupils to play 'Addition Wheel' to practice addition up to 10.
2. Explain to the pupils that not every sum on the wheel will add up to 10 and they must be careful to ensure they add up every sum correctly.
3. With volunteers, explain and demonstrate how to play:
  - Two players will take turns spinning the wheel.
  - When the wheel stops, they will put out objects that represent each number that the pointer is pointing to. For example, if it says  $7 + 3$ , they can put down seven objects and then put three objects on a separate part of the desk. Then they will count them.



- They can choose one player to turn the wheel and the other player to place the objects to count together.
4. Invite pupils to decide on any other rules for the game.

5. Support pupils as needed during the demonstration. Check if all the pupils understand how to play. Ask if pupils have any questions and discuss the answers.

## Independent Practice (12 minutes)

1. Invite pupils to form groups and play the game.
2. Encourage pupils to share ideas for how to play the game in the next round.

**As pupils play,** move around the classroom and observe if they are able to add the numbers correctly. Offer support as needed.

**As they play, you could ask:**

- Addition questions (from their wheel)
- What does 'addition' mean?
- Why is adding two numbers the same as counting all the numbers together?

## Closing (5 minutes)

1. Bring the class back together and ask the following questions from their wheel:
  - $5 + 5 =$
  - $2 + 8 =$
  - $7 + 3 =$
2. Ask the pupils to write down three different sums that will equal 10.
3. Ask how many pupils can identify a sum that does not equal 10 on the wheel.
4. Summarize the lesson by showing the pupils the learning outcome and explain how they met it.
5. Briefly tell the pupils what they will learn in the next lesson.
6. Give a homework assignment to the pupils.
7. Close the lesson.

# Ardie for Mathematics

Syllabus: Mathematics – Class 2, Unit 13: Everyday Arithmetic (p. 25)

**Lesson Title:** Ardie: Mental Math Practice

**Theme:** Everyday Arithmetic

**Lesson Number:** 05

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to use mental strategies for multiplication by 4.

**Differentiation:** More advanced pupils will use mental strategies for multiplication by 8.



## Teaching Aids

- Anything to mark a court on the ground (e.g. lines in the dirt or chalk)
- Small object to toss (e.g. seed, grass, or small stone)



## Preparation

- Ensure a clear and safe space to play 'Ardie' in small groups.
- Mark a court on the ground. For example:

1	
2	
3	
4	5
6	
7	8

## Opening (4 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Introduce the lesson. State that the pupils will build on previous learning on addition and multiplication.
3. Invite pupils to explain what *multiplication* is, and to give an example.
4. Ask which pupils can remember and explain the relationship between addition and multiplication.

**(Example answer:** *Multiplication is the repeated addition of one number. So, when we multiply 4 by 3, we're adding '4', three times, like this:  $4 \times 3 = 4 + 4 + 4$ .*

5. Challenge volunteers to solve a few equations using mental math.

**Note:** You might use some equations that pupils can already solve with mental math (e.g. multiplication by twos, addition, subtraction). You can also include a couple that are more difficult to build up the challenge and interest in the learning objective.

6. **Ask:** What numbers do you know how to multiply by? Which ones do you think you can do in your head?
7. **Say:** Today we will practice multiplying by 4 in our heads.

Show the pupils the learning outcomes for the day and explain what they will be expected to know by the end of the lesson.

## Introduction to the New Material (4 minutes)

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1. Give a simple example of solving a math calculation in your head, e.g.  $2 \times 3$ . Then explain how you figured the answer out in your head.
2. Invite all the pupils to solve a math equation in their head (e.g.  $3 \times 2$ ). Then **ask:** What did you do to figure out the answer in your head?
3. Remind pupils that  $2 \times 3$  is the same as  $3 \times 2$ . Explain why.
4. Ask them to try another equation, with multiplication by 4 (e.g.  $4 \times 3$ ). **Ask:** What did you do to figure out the answer in your head? Did you use any of the same strategies? Did you use any different strategies?
5. Invite the pupils to create their own equation and solve it in their head. Get them to state the equation and explain what they did to solve it.
6. Ask if pupils have any questions and discuss the answers.

## Guided Practice (7 minutes)

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1. Invite pupils to play 'Ardie' to practice multiplying by 4 in their heads.
2. Invite two volunteers to briefly demonstrate how to play:
  - The court has 10 spaces.
  - At their turn, the player tosses the seed into one of the spaces.
  - Challenge the player to use mental math to multiply the number of the space by 4. E.g. if the seed lands on a space that says '5', the equation is  $4 \times 5$ .
3. Before the demonstration, invite pupils to decide on the other game rules. For example:



- How should they toss the seed? (E.g. backwards, with their eyes closed, with their non-dominant hand, etc.)
- What is the goal of the game? (To build houses? To toss the seed in every space at least once?)

**Note:** You may wish to work with pupils to change the rules in a way that provides opportunity to practice multiplication. For example, if spaces are 'not available' after someone builds a house in it, this reduces the opportunities to practice multiplication with the number in that space.

4. Support pupils as needed during the demonstration. Check if all the pupils understand how to play the modified game. Ask if pupils have any questions and discuss the answers.

## Independent Practice (15 minutes)

1. Invite pupils to form groups and draw their own courts to play the game. Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.

**Note:** Pupils can choose to place the numbers in the court in any order. They do not need to be in sequence.

2. Encourage pupils to share other ideas for how to play the game in the next round. Those who master the learning outcome quickly can be challenged to multiply by other numbers. Those who struggle to multiply certain numbers by 4 can change the court to replace the 'easy' numbers with the challenging ones.

**As pupils play,** move around and record observation notes on who is excelling in mental math and who requires more support.

**As they play, you could ask:**

- What did you do to figure out the answer in your head?

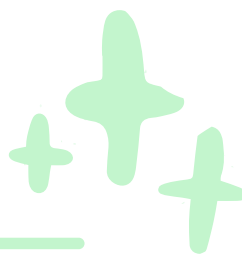
## Closing (5 minutes)

1. Bring the class back together in a circle and invite volunteers to share some of the equations they calculated.
2. **Ask:**
  - Was there anything you felt proud about solving in today's game? If yes, what? How did you solve it?

- Did you see any connection between numbers? For example, 8 is the double of 4; 4 is the double of 2.
- This week, when can you try to use mental math skills outside of school? (Support pupils to include scenarios that require multiplication.)

3. Recap what the pupils learned in the lesson.
4. Explain and recap what they did and ask a selection of pupils to explain how they did the multiplication in their head.
5. Invite a selection of pupils to calculate some equations in their head (make them progressively harder). For example,  $2 \times 2$ ;  $2 \times 4$ ;  $3 \times 4$ ;  $4 \times 4$ ;  $2 \times 8$ .
6. Check if pupils have any questions before wrapping up the lesson.
7. Remind the pupils of the expected learning outcomes for the lesson and explain how they met them.
8. Give a homework assignment to the pupils.
9. Simply and briefly introduce what they will learn in the next lesson.
10. Close the lesson.

# Basket for Mathematics



Syllabus: Mathematics – Class 2, Unit 18: Everyday Arithmetic (p. 26)

**Lesson Title:** Identifying Odd Numbers

**Theme:** Numbers and Numeration

**Lesson Number:** M-02-002

**Class/Level:** Class 2

**Time:** 50 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to identify odd numbers between 1 to 20.



## Teaching Aids

- Number line strip
- Objects for counting (e.g. bottle tops/stones)
- Anything to mark a court on the ground



## Preparation

- Remove a few desks to make space to mark the circle.
- Have pencils and notebooks ready to write the numbers.

## Opening (9 minutes)

1. Introduce the lesson. State that the pupils will build on previous learning about identifying numbers using patterns.
2. Recap previous learning:
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Ask volunteers to use objects to demonstrate counting to 20.
  - Invite each pupil to write numbers 1 to 20.
3. Ask pupils to count in twos starting from 2. (**Answer:** 2, 4, 6, 8, 10...20)
4. Tell the pupils that these numbers are called even numbers.
5. **Say:** We are now moving on to learning about odd numbers.
6. Show the pupils the expected learning outcome for the lesson and explain what they are expected to be able to do by the end of the lesson.

## Introduction to the New Material (10 minutes)

1. Draw a number line from 0 – 20.
2. Invite pupils to circle the even numbers (counting in twos: 2, 4, 6, 8, 10...20).
3. Discuss with pupils to identify the numbers that are not circled.
4. Ask the pupils to write down the numbers that are not circled.
5. Explain how to get odd numbers. Tell the pupils that odd numbers start from 1, skip number 2, and count numbers 3 ... 19.
6. Demonstrate that 1, 3, 5, 7, 9... are examples of odd numbers.
7. Wipe the examples of odd numbers off the board and challenge pupils to recall examples of odd numbers.
8. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

1. Invite pupils to play 'Basket' to practice identifying odd numbers.
2. With volunteers, explain and demonstrate how to play:
  - Players agree to play the game and face one another.
  - One player draws a circle and divides it into four spaces.
  - Each player is given two spaces in the circle to jump from one space to another.
  - If Player A jumps into Player A's right-hand side of the circle, then Player B must jump into Player B's right-hand side of the circle.
  - If Player A jumps into Player A's left side of the circle, then Player B must jump into Player B's left side of the circle.
  - The players begin to sing the instruction song:

*Baaasket*

*Da lady was born 24 hours to send them out and to bring them in*

*Salone lady go to your house*

*I want you to close your eyes and count from 1 to 20 by skipping a number*

*Kalay 1, Kalay 3, Kalay 5, Kalay 7, Kalay 9, Kalay 11...to Kalay 19*

Both players sing the song as they jump from one side to another.





3. Invite pupils to decide on the other game rules. For example:
  - Who starts the counting first?
  - What is the size of the circle? (Invite pupils to draw the circle.)
  - What does a player need to do to win the round?
  - What happens if a player doesn't count correctly?
  - What happens if a player steps on the lines?
4. Explain that when the counting reaches Kalay 19, the game stops and the pair starts again. Encourage them to play five rounds and to take turns being the first to count.
5. Support pupils as needed during the demonstration. Ask if pupils have any questions and discuss the answers. Check if all the pupils understand how to play the modified game.

## Independent Practice (12 minutes)

1. Invite pupils to form pairs and play the game. Check if pupils with disabilities can play the game comfortably. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.
2. Encourage pupils to change partners after each round.


**As pupils play,** move around and observe whether they are counting the odd numbers correctly up to 19. Provide support as needed.

**As they play, you could ask:**

- Name the numbers you called while jumping.
- How many odd numbers are found between 1 and 20?
- How many numbers are skipped between two odd numbers?

## Closing (9 minutes)

1. Bring the class back together.
2. Ask the following questions:
  - (Draw a number line to 20.) Ask pupils to circle the odd numbers.
  - Which numbers are odd: 7, 8, 9, 5, 3, 2, 6, and 1?
  - Write the odd numbers between 10 and 20.
3. Summarize the lesson by showing the pupils the learning outcomes and explaining how they met them.

- 
4. Give a homework assignment to the pupils.
  5. Briefly introduce what they will learn in the next lesson. (**Say:** In the next lesson, we will learn number patterns.)
  6. Close the lesson.



# Man Northing for Mathematics

Syllabus: Mathematics – Class 3, Unit 2: Number and Numeration (p.30)

**Lesson Title:** Counting up to 1,000

**Theme:** Numbers and Numeration

**Lesson Number:** M-01-010

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Count orally forward and backward in multiples of 100 up to 1,000.
- Use a number line to locate multiples of 100 up to 1,000.



## Teaching Aids

- Number line strip in multiples of 10



## Preparation

- Prepare an open space with a flat surface.

## Opening (5 minutes)

1. Introduce the lesson. State that the pupils will build on previous learning on counting numbers to 100.
2. Recap previous learning:
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Invite pupils to do oral counting of numbers in multiples of 10 to 100.
  - Ask no more than three volunteers to come to the board to write in figures (10, 20, 30, ... 100). (Make sure less advanced pupils are included.)
3. **Say:** We are now moving on to learn about counting numbers to 1,000.
4. Show the pupils the expected learning outcomes for the lesson and explain what they are expected to be able to do by the end of the lesson. **Say:** Today we will count numbers forward and backwards in multiples of 100 up to 1,000 and use a number line to locate the numbers.

## Introduction to the New Material (5 minutes)

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1. Tell the pupils that when we count in tens to 100, we have 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. When we count in hundreds to 1,000, we have 100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000.
2. Use the number line to demonstrate counting in hundreds both forwards and backwards.
3. **Say:** We add 100 to the previous number to get the next 100.
4. Ask if pupils have any questions and discuss the answers.

## Guided Practice (8 minutes)

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1. Invite the pupils to play 'Man Northing' to count numbers forwards and backwards in multiples of 100 up to 1,000.
2. Explain and demonstrate that:
  - Two players face one another.
  - The players start by clapping their right hands in opposite directions three times and saying 'ya, ya, ya...'
  - Then they clap their left hands in opposite directions three times saying 'ya, ya, ya'.
  - Then they jam against the sides of their right feet (front).
  - Then they jam against the sides of their left feet (front).
  - Then they jam against the sides of their right feet (back).
  - Then they jam against the sides of their left feet (back).
3. As they jam their feet, challenge them to count aloud in multiples of 100, first forwards and then backwards.

Forwards: 100, 200, 300, 400, 500, 600, 700, 800, 900, 1,000.

Backwards: 1,000, 900, 800, 700, 600, 500, 400, 300, 200, 100.
4. Ask two volunteers to demonstrate how to play. Invite pupils to decide on other game rules.
5. Support pupils as needed during the demonstration. Ask if pupils have any questions and discuss the answers. Check if all the pupils understand how to play the modified game.
6. Encourage the pupils to continue counting even if they make mistakes in the game. Remind everyone to try to count to 1,000 forwards and then backwards to 100.





## Independent Practice (12 minutes)

1. Invite pupils to form pairs and play the game.  
Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.
2. Encourage pupils to also form pairs to play the game in the next round.
3. After the game, invite pupils to use the number line to locate multiples of 100 up to 1,000.

**As pupils play,** move around and observe whether they are counting to 1,000 correctly. Provide support as needed.

**As they play, you could ask:**

- How many multiples of 100 are between 100 and 1,000 (including 100 and 1,000)?
- Do you find it simple or hard to count forwards? To count backwards? Explain.
- When we count in hundreds, what comes after 200? What comes just before 600?
- When you look at the multiples of 100 on the number line, there is a definite pattern. Please identify any pattern. Explain what this pattern is.

## Closing (5 minutes)

1. Bring the class back together.
2. Challenge them to count aloud in multiples of 100 up to 1,000.
3. Write the number line and leave some gaps. Invite the pupils to fill in the gaps on the number line.
4. Summarize the lesson by showing the pupils the learning outcomes and explaining how they met them.
5. Give a homework assignment to the pupils.
6. Simply and briefly introduce what they will learn in the next lesson. (**Say:** In the next lesson, we will learn how to write multiples of 100 in words.)
7. Close the lesson.

# Fall Kaka for Mathematics

Syllabus: Mathematics – Class 3, Unit 2: Number and Numeration (p. 30)

**Lesson Title:** Write Numbers in Words (10 to 100)

**Theme:** Number and Numeration

**Lesson Number:** M-03-001

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Write numbers in multiples of 10 up to 100 in words.
- Match numbers in words with figures up to 100.



## Teaching Aids

- 100 chart
- Flash cards with numbers in figures and words
- Chart matching multiples of 10 in figures and words (10 to 100)
- Scrap paper, pencils



## Preparation

- Post the 100 chart on the wall in the classroom.
- Write 1 to 9 in words on flash cards.
- Post the chart matching multiples of 10 in figures and words (10 to 100):  
10 – ten  
20 – twenty  
30 – thirty . . .  
100 – one hundred

## Opening (5 minutes)

1. Introduce the lesson. Tell the pupils they will build on previous learning on counting forwards up to 100.
2. Recap previous learning:
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Ask pupils if they can remember how to count in tens to 100.
  - If yes, invite them to count forwards in tens. (**Answer:** 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)
  - If no, ask them to try first and identify their challenge in counting in tens.
  - Ask pupils to spell numbers from 1 to 9. (**Answer:** One, two, three, four, five... nine)



3. Tell the pupils the expected learning outcomes for the lesson.

## Introduction to the New Material (6 minutes)

1. Tell pupils that they now know how to spell numbers from 1 to 9. We are going to continue with writing multiples of 10 up to 100. This means writing 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 in words.
2. Post the chart that shows multiples of 10 in figures and words (or write on the board).
3. Explain the suffix '**ty**' at the end of the words.
4. Mix the numbers in figures and words and invite the pupils to match them.
5. Ask if pupils have any questions and discuss the answers.

## Guided Practice (5 minutes)

1. Invite pupils to play 'Fall Kaka' to practice writing numbers in words.
2. With volunteers, explain and demonstrate how to play:
  - Players agree to play the game.
  - One volunteer is the Scorekeeper who is responsible for writing the names and scores of each participant on a sheet of paper.
  - The players choose and write down the numbers they want to use on small pieces of paper. They just need to make sure the numbers are a multiple of 10.
  - The assigned player(s) will collect and fold the papers, and throw them on the floor.
  - Each participant then takes one folded paper and opens it to see the number.
  - The Scorekeeper records the number on each player's paper under the player's name in numerals.

### **Example:**

10 ten	20 twenty	30 thirty	40 forty
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- They collect the papers, fold them back up, and throw them again. For every throw, the Scorekeeper writes the number from each player's paper.
- After the last round, the Scorekeeper shows the scores. Each player looks at the numbers under their name and writes those numbers in words in their notebooks. Then they total their scores. (**Note:** If pupils are unable to memorize

*the spelling of the words, you can post the words on the board without the numerals.)*

3. Invite pupils to decide on other game rules. For example:
  - How many times will they throw the papers before calculating the total score?
4. For the purposes of demonstration, play with three throws.
5. Ask if pupils have any questions and discuss the answers.

## Independent Practice (14 minutes)

1. Invite pupils to form groups and play the game. Encourage them to involve all pupils.
2. Ask pupils to change the set of figures when playing the game in the next round. Check if the numbers they choose are multiples of 10 up to 100.
3. As they play, remind them to write their scores in words. See if all pupils have the opportunity to practice writing the different multiples of 10 in words. If not, challenge them to write their group members' scores or other multiples of 10.

**As pupils play,** move around and observe whether they can write the numbers in words.

**As they play, you could ask:**

- Write the last number you gained in words.
- Spell the number (figure) you have in your hand.
- Spell and write the number the other player has in their hand.
- Write the numbers you are playing with in words and figures.

## Closing (5 minutes)

1. Invite pupils to spell the multiples of 10 up to 100.
2. Ask all pupils to take their pencils and do the following:
  - Write 50, 30, and 70 in words.
  - Find sixty and ninety on the number chart.
3. Summarize the lesson by showing the pupils the learning outcomes and explaining how they met them.
4. Give a homework assignment to the pupils.
5. Briefly tell the pupils what they will learn in the next lesson.
6. Close the lesson.

# Tin Tan Too for Mathematics



Syllabus: Mathematics – Class 3, Unit 7: Fraction (p. 32)

**Lesson Title:** Identify unit fractions with denominators 2, 4, and 8 using pictorial representation.

**Theme:** Number and Numeration – Fraction

**Lesson Number:** M-03-002

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Describe fractions using shapes (square).
- Identify the numerator using shaded parts of a square.
- Identify the denominator using shaded parts of a square.



## Teaching Aids

- A4 paper
- Pencils
- Rulers
- 3 small objects (e.g. seeds, pebbles, battery tops) per player



## Preparation

- Two pupils should have one A4 paper, a pencil, and ruler.
- Each pupil should have three seeds (or other small objects) of the same colour. Their seeds should look different from their partner's.
- Ask pupils to draw a square-shaped court with nine intersections. Before the lesson, draw a court to use during the demonstration.

## Opening (5 minutes)

1. Introduce the lesson. Say that the pupils will build on their previous learning on describing fractions using shaded parts of shapes.
2. Recap previous learning:
  - Ask volunteers to share what they did in the homework from the last lesson.
  - Ask pupils to explain how to share one orange among four people.

- Ask pupils to demonstrate how to cut a piece of paper into parts.
3. **Say:** Today we are going a step further. We will learn about fractions using shaded parts.
  4. Tell the pupils the expected learning outcomes for the lesson.

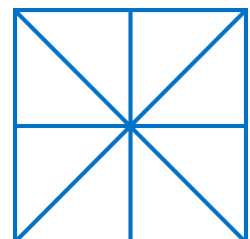
## Introduction to the New Material (6 minutes)

1. Tell the pupils that we are now going to use shaded parts to describe fractions using different shapes.
2. Use a worked example: Draw a circle and divide it into two parts. Shade one part.
3. Ask the pupils to explain what each part represents.
4. Tell the class that the total number of parts is the denominator, and the number of shaded part(s) is the numerator.
5. Explain that where the circle has been divided in half, one of the two parts has been shaded. This means that the 1 is the numerator, and the 2 is the denominator. We write it like this:  $\frac{1}{2}$ .
6. Use the above example to demonstrate  $\frac{2}{4}$ . Explain that for the circle divided into quarters, two of the four parts have been shaded. 2 is the numerator and 4 is the denominator.
7. Ask if pupils have any questions and discuss the answers.



## Guided Practice (7 minutes)

1. Invite the pupils to play 'Tin Tan Too' to practice describing fractions with denominators 2, 4, and 8 using shaded parts.
2. Draw the Tin Tan Too court on the blackboard.
3. Explain that you will give each pair one A4 paper, a pencil, and ruler to draw the Tin Tan Too court as seen on the blackboard and six seeds. Each pupil should have three same-coloured seeds. (**Note:** Prepare a court ahead of time to use in the demonstration.)





4. Ask two volunteers to demonstrate the game and give them the materials.
5. Ask the pupils to take turns placing three seeds in a straight line, either:
  - Diagonally,
  - Vertically along one of the edges, or
  - Horizontally across the top or bottom.
6. Invite pupils to decide on the game rules. For example:
  - When to move the seeds.
  - Which direction to move the seeds in (no jumping of seeds).
7. After the pupils move some of the seeds, ask them to shade the portions that are surrounded by seeds (that is, each of the three points of that portion has a seed). Ask them to write the shaded portions as fractions and identify the numerator and denominator. (**Note:** Where possible, pupils can write the fraction using different denominators, e.g.  $\frac{1}{4}$  and  $\frac{2}{8}$ ).
8. Support pupils as needed during the demonstration. Ask if pupils have any questions and discuss the answers. Check if all the pupils understand how to play the game.

## Independent Practice (10 minutes)

1. Ask pupils to form pairs and play the game.
2. Decide together when they should pause to shade portions and identify the numerator and denominator. (Each time the game pauses, they can shade additional portions that are surrounded by seeds and form new fractions.)
3. Invite pupils to share ideas for how to play the game in the next round.

**As pupils play,** move around the classroom and observe if they are able to form fractions and identify the numerator and denominator.

**As they play, you could ask:**

- How many parts do you have in all?
- How many parts are shaded?
- How many parts are left unshaded?
- Which number is the denominator and which is the numerator?

## Closing (7 minutes)

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1. Bring the class back together.
2. Ask pupils to explain what is meant by denominator/numerator.
3. Invite all pupils to do the following:
  - Draw a box and divide it into eight equal parts.
  - Shade any number of parts that each pupil would like to.
  - Show which number is the denominator and which one is the numerator.
4. Summarize the lesson by showing the pupils the learning outcomes and explaining how they met them.
5. Give a homework assignment to the pupils.
6. Briefly tell the pupils what they will learn in the next lesson.
7. Close the lesson.





# English Language Arts

## Lesson plans

Class	Learning outcome	Local game or play activity	Page
1	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Identify small letters: a, b, c, d.</li><li>• Write small letters: a, b, c, d.</li></ul>	<u>Alpha Bingo</u>	36
1	By the end of the lesson, pupils will be able to identify and sound vowels: a, e, i, o, u.	<u>In the Fire, On the Mountain</u>	39
2	By the end of the lesson, pupils will be able to identify and pronounce one-syllable words: cat, bat, hat, fat (focusing on word family).	<u>Ghegeh</u>	42
2	By the end of the lesson, pupils will be able to form plurals of some nouns by adding 's': boy, girl, pupil, and ball.	<u>Balance Ball</u>	45
2	By the end of the lesson, pupils will be able to state four simple prepositions related to location.	<u>Monday – Tuesday</u>	48
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Say these words and use them in sentences: 'strong', 'together', and 'break'.</li><li>• Read a simple story and correctly answer comprehension questions, including basic inferences.</li></ul>	<u>Drama</u>	52

**Note:** These exemplars are provided in English, but you should continue to use local languages during your lessons as appropriate, following the national education policy.

# Alpha Bingo for English Language Arts

Syllabus: English Language Arts – Class 1, Unit 3: The Alphabet (p. 7)

**Lesson Title:** The Alphabet

**Theme:** Name and Identify Alphabet/Letters

**Lesson Number:** 01

**Class/Level:** Class 1

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Identify small letters: a, b, c, d.
- Write small letters: a, b, c, d.



## Teaching Aids

- Chalkboard or flipchart
- Letter cards with a, b, c, d
- Alphabet strip and pointer



## Preparation

- Draw nine boxes on a card or blackboard. (Do not write letters inside yet.)

**Note:** This letter identification and writing lesson could be modified for the other letters.

## Opening (3 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Recap: Tell the pupils that before we start school, we all speak our various languages. Our languages are made up of letters which have sounds that form words.
3. **Ask:** Who can make this sound /a/ in your language?
4. Tell pupils that the name of this letter is 'a'.
5. Tell pupils:
  - All the sounds in a language are represented by letters with their names. The alphabet is a way of displaying the letters in a certain order.
  - These letters have names, such as, 'a', 'b', 'c', 'd'.
6. Tell them that today we are going to identify and write the letters.



## Introduction to the New Material (5 minutes)

1. Tell the pupils to listen carefully, while you read the letters 'a', 'b', 'c', and 'd', using a pointer. (Read three times.)
2. Ask the pupils to read the letters with you. Do it several times with them until they can read and identify the letters.
3. Invite individual pupils to read and identify the letters while you point at them.
4. Invite volunteers to write the letters on the board. Wipe the board after every pupil's turn so that they don't simply copy each other. Support them if they find it difficult.

**Note:** Make sure to invite some less advanced pupils to the board. If needed, support them to get the correct answer.

5. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

1. Invite pupils to play 'Alpha Bingo' to practice identifying and writing the letters.
2. Show the chart of nine boxes with letters to pupils. Ask them to draw the same chart in their books.
3. Demonstrate how to put the four target letters in the boxes and invite them to do the same. Emphasize that they can decide which letter to put in which box (they should not copy you or their peers). They can put the same letter in more than one box, but they should make sure they use each letter at least once.

**Example:**

a	a	b
b	c	d
d	a	c

4. Explain and demonstrate how to play:
  - Mix the flash cards. Choose one and call out the letter.
  - For example, **say:** I have letter 'b', as in 'ball', 'boy', and 'brother'. (Invite pupils to repeat it).
  - Explain that if the pupils have the letter in their box, they mark X against it. (If they have two boxes with the same letter, they can choose one box to mark.)
  - Do the same for the other cards. E.g. 'I have letter 'c', as in 'cat', 'can', 'cut' etc.Explain that if you call the same letter again, the pupils can mark another box with

that letter (not the same box twice). If they have no more unmarked boxes for that letter, they cannot mark anything and should wait until you pick out the next card.

- The first pupils who mark one row of boxes (across, down, or diagonal) can shout 'alpha bingo' (or another phrase chosen by the class).
- When someone shouts 'alpha bingo', ask them to read out the letters in their row. Invite the class to listen and write down those letters in their notebook.

5. Ask if pupils have any questions and discuss the answers.

## Independent Practice (14 minutes)

1. Invite pupils to play on their own charts as you continue the game. If you observe that some pupils can identify and write the letters well, they can volunteer to help pick up and read the cards.
2. Invite pupils to share ideas for how to play the game in the next round.

**As pupils play,** move around and observe whether they are marking the correct letters. Remind pupils to write out the winning letters after each round.

**As they play, you could say:**

- Using the alphabet strip, point to and write the letters you have marked. (Invite them to do it in turns.)
- What letter have you marked only once on your page? Twice? Three times or more? Write them on the board. (Ask pupils to write them in their exercise books.)

Make sure everyone is involved and engaged and provide help when needed.

## Closing (3 minutes)

1. Bring the pupils together again. Tell them the letters we learned are part of the letters we use to make words in English.
2. Name a letter and ask pupils to write it in their notebooks. (If needed, they can identify it on the board or alphabet strip first before writing it.) Invite them to check their answer with someone beside them.
3. Tell them the learning outcome and ask a volunteer to identify and write the letters learnt on the board.
4. Tell them they will learn more about them in the next lesson.
5. Give a homework assignment to the pupils.
6. Close the lesson.



# In the Fire, On the Mountain for English Language Arts

Syllabus: English Language Arts – Class 1, Unit 6: The Alphabet Sounds (p. 8)

**Lesson Title:** The Alphabet Sounds

**Theme:** Name and Sound Letters

**Lesson Number:** 01

**Class/Level:** Class 1

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to identify and sound vowels: a, e, i, o, u.



## Teaching Aids

- Letter cards
- Alphabet strip and pointer



## Preparation

- Prepare cards with two vowels on each card: a, e, i, o, u.

## Opening (3 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Tell the pupils that at home, some of us have learnt about letters. Ask a volunteer to demonstrate any alphabet songs/chants or to chant any letters that they learned at home.
3. **Say:** Our languages are made up of letters which have sounds that form words.
4. Write the vowels 'a, e, i, o, u' on the board and read and sound them.
5. Tell pupils that today we are going to identify and sound the vowels.

## Introduction to the New Material (5 minutes)

1. Ask the pupils to listen carefully while you read and sound the vowels using a pointer. (Read three times.)
2. Ask the pupils to read and sound the vowels with you. Do it several times with them until they can read and sound the vowels.
3. Invite pupils to identify and sound the vowels.
4. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

1. Invite pupils to play 'In the Fire, On the Mountain' to practice identifying and sounding vowels.
2. With six volunteers, explain and demonstrate the game:
  - The players sit in a circle. One volunteer ('Player A') stays outside the circle.
  - Player A chooses a card that has two vowels on it.
  - Player A goes around the circle singing 'In daa fire, on daa mountain' and the others sing along.
  - Player A places the card behind one of those sitting in the circle. The player with the card behind them collects the card and identifies (names) and sounds the vowels on the card.
  - The game goes on until everyone in the circle has a turn.
  - If the card is placed behind a player and they cannot identify and sound the vowels, the other players or the teacher can give clues. Make sure they all have a fair chance to identify and sound the vowels on a card.
3. Invite the class to set rules on:
  - Who will be Player A at each turn.
  - How to make sure everyone has a turn to receive a card.
4. If there is time, you can repeat the game with other volunteers.
5. Ask if pupils have any questions and discuss the answers. Make sure everyone understands how to play.

## Independent Practice (14 minutes)

1. Invite pupils to form groups and play the game. Give cards with vowels to each group.  
(**Note:** Make sure groups are small enough for everyone to have turns identifying and sounding different vowels.)

**As pupils play,** move around to see if they are identifying and sounding the vowels correctly. Guide and correct them when needed.

**As they play, you could ask:**

- Identify and sound the five vowels you have learnt.



## Closing (3 minutes)

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1. Bring the pupils together again.
2. Tell them the letters they learned are a few of the letters we use to make words in a language.
3. Ask them to identify and sound the vowels.
4. Write two-letter words and invite them to identify the vowel and sound them.
5. Call a few volunteers to identify the vowels on the alphabet strip and sound them.  
**Note:** *Make sure to call some less advanced pupils to sound the vowels. If they are struggling, help them find the correct answer/sound by giving clues. Do not just tell them the answer.*
6. Tell them about the learning outcome of the lesson and ask what they have learnt about vowels.
7. Tell them they will learn more about vowels and how to use them in the next lesson.
8. Give a homework assignment to the pupils.
9. Close the lesson.

**Note:** *This vowel identification and sounding should be done over and over again until pupils know their names and can sound them.*

# Ghegeh for English Language Arts

Syllabus: English Language Arts – Class 2, Unit 2: Sounds (p. 15)

**Lesson Title:** Catch the Letters

**Theme:** Syllables or Pronunciation

**Lesson Number:** 05

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to identify and pronounce one-syllable words: cat, bat, hat, fat (focusing on word family).

## Extension Learning

**Outcome:** Some pupils will be able to identify additional one-syllable words with the same vowel sound.



## Teaching Aids

- Stone (one per group)
- Letters written on cards
- Words written on cards
- Alphabet strip and pointer



## Preparation

- Create or make letters on cards that you can use to teach one-syllable words.
- Create cards with one-syllable words. Include some cards that are not one-syllable words (e.g. two-syllable words that pupils can read / fake words / single letters).

**Note:** You can focus on a specific word family. E.g. cat, hat, bat, fat etc. Or fan, can, van, pan etc.

## Opening (3 minutes)

1. Recap previous learning.
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Invite pupils to sound the letters on the alphabet strips using a pointer.
  - Ask them to select two letters that can form a word, e.g. at, an, up etc.
2. Tell them these two letters put together gives a syllable sound.
3. Tell them: Today, we are going to learn about words with one syllable.





## Introduction to the New Material (5 minutes)

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1. Tell pupils:
  - When a word has one vowel sound, it is called a syllable.
  - For example, 'at', 'an', 'in' etc.
  - These words are made up of one vowel sound, or syllable.
2. Write these words on the board: cat, bat, and hat, fat.
3. Say the words slowly with emphasis on the vowels.
4. Sound the vowel /a/ slowly and invite pupils to sound it together with you.
5. Ask them to sound these words with you: cat, bat, hat, and fat.
6. Tell them that these words all end with the /at/ sound. We can say they are all family members, just like how we all have our family names.
7. Use the letter cards you prepared to create these words: cat, bat, hat, and fat. Sound the letters slowly as you blend them to form a syllable word.
8. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

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1. Invite the pupils to play 'Ghegeh' to identify and pronounce one-syllable words.
2. With a volunteer, explain and demonstrate how to play:
  - A player tosses a stone in the air and tries to collect a card before the stone returns to their palm.
  - They continue to collect the cards until a foul is committed.
3. Invite pupils to set out the rules of the game. For example:
  - What makes a foul?
  - What happens if the pupils cannot collect a card before the stone falls down?
4. At the end of the game, challenge the pupils to look at the cards that were collected, identify the cards that have one-syllable words, and sound them. E.g. cat, bat, etc.
5. Give support as needed, so that pupils understand how to play the game. Ask if pupils have any questions and discuss the answers.

## Independent Practice (14 minutes)

1. Invite pupils to form groups and play the game. Encourage them to write the words in their notebooks.
2. Invite pupils to share their ideas for how to play the game in the next round.

**As pupils play,** move around to observe whether the pupils were able to identify one-syllable words and pronounce them. Give help when needed.

**As they play, you could ask:**

- What are some of the one-syllable words you found? (Ask them to pronounce them.)
- What sounds do you hear in these words?

**Note:** *Make sure they identify and sound the words correctly. Invite them to do it more.*

- Change one letter to make different words. (**Example answers:** 'mat' to 'cat', 'fan' to 'can'.) Which of these words are one-syllable words?

## Closing (3 minutes)

1. Bring the class together and ask pupils to share the words they collected.
2. Ask them to identify and sound the vowel.
3. Invite them to pronounce the words they created and write them in their exercise books.
4. Refer to the learning outcome and ask them to identify and call out the words they created.
5. Tell them: We will discuss more about syllables in the next lesson.
6. Give a homework assignment to the pupils.
7. Close the lesson.



# Balance Ball for English Language Arts

Syllabus: English Language Arts – Class 2, Unit 4: Nouns, Singular and Plural (p. 16)

**Lesson Title:** Nouns

**Theme:** Nouns – Singular and Plural

**Lesson Number:** 04

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to form plurals of some nouns by adding 's': boy, girl, pupil, and ball.

## Extension Learning

**Outcome:** Some pupils will be able to identify and sort 'singular' and 'plural' nouns.



## Teaching Aids

- Soft ball (e.g. made from socks)
- Cards with singular nouns: 'boy', 'girl', 'pupil', and 'ball'
- Cards with single letters (include many cards with 's')
- Blank cards and markers for pupils to make additional nouns
- Classroom objects to show singular and plural



## Preparation

- Prepare cards for the game.
- Ensure a clear and safe space for the game.

## Opening (3 minutes)

1. Recap previous learning:
  - Ask volunteers to share and explain what they did in the homework from the last lesson.
  - Remind the pupils about the last lesson on nouns.
  - **Ask:** What is a noun?
  - **Ask:** Give an example of a noun.
2. Consolidate previous learning: Tell pupils a noun is a name of a person, place, thing, or an idea.
3. Show a single object and a pair of objects. Invite pupils to name the two items.

4. Explain the concept of singular and plural: Singular means one and plural means more than one.
5. Explain that today we will learn how to form the plural of these words: boy, girl pupil, and ball.

## Introduction to the New Material (5 minutes)

---

1. Ask a boy volunteer to come to the front. Tell the class that we refer to him as a boy because he is alone.
2. Call another boy volunteer to join him. **Ask:** If we say 'boy' for one, what do we say when there are two?  
  
If pupils do not know, explain that we refer to them as boys because they are more than one.
3. Write 'boy' and 'boys'. Explain that we add the letter 's' to make it plural.
4. Invite girl volunteers and repeat the same exercise as you did with the boys. If there is time, do it for the other words in the learning outcome.
5. Explain the concept of singular and plural nouns using these words. Explain the context that these words are used in.
6. Invite pupils to identify more nouns in the classroom that can demonstrate this concept.
7. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

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1. Invite volunteers to come and play 'Balance Ball' to demonstrate how to use the selected words. Explain how to play:
  - One set of cards has singular nouns. The other set of cards has single letters.
  - The player(s) in the court tries to form plural nouns by placing a noun card with a card that has the letter 's'. The opposing team tries to hit them with the ball before they finish placing the cards.
2. Ask if pupils have any questions and discuss the answers. Check if they all understand the rules of the game.



## Independent Practice (14 minutes)

1. Invite pupils to form teams and play the game. Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.
2. Invite pupils to share ideas for how to play the game in the next round. Ask pupils to switch roles so that everyone has a turn.
3. If there is time, invite pupils to make additional cards with singular nouns and add them to the game. (Check that the nouns can become plural by adding 's'.)

**As pupils play,** move around and observe if they are forming plural nouns by adding 's'.

**As they play you could ask:**

- What letter did you add to form plurals?
- Were there any that you were not sure of? If yes which ones? What were you unsure about?

**Note:** *Pupils outside the court can also answer questions.*

**Extension activity:** If some pupils achieve the learning outcome quickly, challenge them to another version of 'Balance Ball': Give them cards with singular and plural nouns. Their goal is to sort the cards into a 'singular' pile and 'plural' pile without being hit by the ball.

## Closing (3 minutes)

1. Bring the class together in a circle and invite volunteers to explain how plurals are formed for boy, girl, pupil, and ball.
2. **Ask:**
  - What is a plural?
  - What did you need to make the noun plural?
  - Invite pupils to say their own sentences using these singular and plural nouns.
3. Remind pupils about the learning outcome and ask whether it was met.
4. Tell them that they will learn more about singular and plural in the next lesson.
5. Give a homework assignment to the pupils.
6. Close the lesson.

# Monday – Tuesday for English Language Arts

Syllabus: English Language – Class 2, Unit 12: Prepositions to Show Locations of Objects (p. 19)

**Note:** This lesson may also be adapted for Class 3, Unit 41: Preposition and Conjunction.

**Lesson Title:** Monday – Tuesday: Prepositions

**Theme:** Prepositions to Show Locations of Objects

**Lesson Number:** 02

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to state four simple prepositions related to location.



## Teaching Aids

- Long rope or string (one per group)



## Preparation

- Identify new prepositions for pupils to learn (see note below).
- Ensure a clear and safe space to play skipping rope games.

## Opening (3 minutes)

1. Introduce the lesson. State that the pupils will build on previous learning about prepositions.
2. Ask volunteers to share and explain what they did in the homework from the last lesson.
3. Recap previous learning: Invite pupils to explain what a preposition is and give an example.
4. Invite volunteers to sit or stand anywhere they like in the classroom (each volunteer chooses a different location).
5. Use the volunteers' locations to review the prepositions that pupils already know.
6. **Ask:** What other prepositions do you know? (Pupils can answer in their local language.) Do you know how to say any of these words in English? (Invite pupils to try to say the word if they know.)
7. **Say:** Today we will learn some more prepositions.

Introduce the learning outcome and explain what the pupils are expected to do by the end of the lesson.



## Introduction to the New Material (5 minutes)

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**Note:** Teach prepositions that can be practiced in the game 'Monday – Tuesday'. For example: *in, between, out, beside, over, and/or above.*

1. Draw pupils' attention to some classroom objects and invite them to try to describe their location. (Guide the pupils to use the selected prepositions. For example: **Q.** Where is Tenneh standing? **A.** She is standing between Georgieta and Mariatu.)
2. Explain to the pupils how they have used positional prepositions in the exercise. Introduce the target vocabulary (prepositions) to the class.
3. Review the prepositions a few times in different ways. For example: Invite pupils to place their pencils in different locations, invite pupils to go to different locations around their desks etc.
4. Ask if pupils have any questions and discuss the answers.

## Guided Practice (7 minutes)

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1. Invite pupils to play 'Monday – Tuesday' to practice the prepositions.
2. Ask three volunteers to demonstrate how to play:
  - Two players tie the rope around the ankle.
  - The player in the middle jumps in and out of the court with both feet.
  - At each jump, the player calls out a preposition to describe where they are in relation to the court. For example, when they are in the court, they could say 'in' or 'between'. When they are on one side of the court, they could say 'out' or 'beside'. When they have one foot inside the court and one foot outside, they might say 'over' or 'above'.
  - In the next round, the rope is raised to the calf and finally the waist.
3. Before the demonstration, invite pupils to decide on the other game rules. For example:
  - When does each round end?
  - What happens if the player steps on the rope?
4. Support pupils as needed during the demonstration. Check if all the pupils understand how to play the modified game. Ask if pupils have any questions and discuss the answers.

## Independent Practice (15 minutes)

1. Invite pupils to form groups and play the game.

Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.

2. Invite pupils to share other ideas for how to play the game in the next round.

**As pupils play,** move around and record observation notes on who is excelling in stating the correct prepositions and who requires more support. Encourage pupils to practice different prepositions (e.g. not just the same two).

**As they play, you could ask:**

- What jumps have you been doing? What prepositions can describe them?
- Ask more advanced pupils if they can state the opposite preposition or a preposition with similar meaning. For example, the opposite of 'in' is 'out'. 'Beside' is similar to 'next to'.

## Closing (5 minutes)

1. Bring the class back together in a circle and invite volunteers to demonstrate how high they could jump while saying the prepositions.
2. Recap what the pupils learnt in the lesson. Invite pupils to explain what a preposition is.
3. Invite pupils to recite all the prepositions practiced in the lesson and to give an example of using them in a sentence.
4. **Ask:**
  - Which jumps did you enjoy the most? What prepositions did you use to describe these jumps?
  - Which prepositions did you practice a lot? Which ones did you practice just a little?
  - In your everyday life, what are some things you use prepositions to talk about?
  - Think of your favourite item to play with at home or school. If you need someone to bring it to you, how can you describe where it is using the prepositions we learned today?
5. Remind the pupils of the expected learning outcomes for the lesson and explain how they met them.





6. Give a homework assignment to the pupils.
7. Simply and briefly introduce what they will learn in the next lesson.
8. Close the lesson.

# Drama for English Language Arts

Syllabus: English Language Arts, Class 3, Unit 57: Reading Skills/Writing Skills (p. 33)

**Lesson Title:** Vocabularies

**Theme:** Teaching vocabularies and using them in sentences: 'strong', 'together' and 'break'

**Lesson Number:** 03

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Say these words and use them in sentences: 'strong', 'together', and 'break'.
- Read a simple story and correctly answer comprehension questions, including basic inferences.



## Teaching Aids

- Small bundle of sticks (one per group)
- Flipchart/blackboard to display the story
- Three cards with the target vocabulary written on them



## Preparation

- Before the lesson, write this story on a flipchart or blackboard:

*'There was an elder who had seven children. These children were always quarrelling among themselves. One day, the elder gathered some sticks and tied them together. The elder called the children and gave the bundle of sticks to each to break, but none of them could break them. The elder then untied the sticks and gave each child one stick to break individually. They easily broke the sticks. The elder then said, 'You see, when you are together you are strong and nobody can break you, but when you are not together you can easily be broken.'*

**Note:** The elder could be male or female.



## Opening (3 minutes)

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1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. **Ask:** What are some of the things we do at home in the evening? (**Listen for:** *Tell stories*)
3. **Ask:** What do you get from these stories? (**Listen for:** *A story teaches us a lesson.*)
4. Tell them: We will act out a story to help us learn the words 'strong', 'break', and 'together' and use them in sentences.

## Introduction to the New Material (5 minutes)

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1. Tell the story with enthusiasm. Try to capture the attention of the pupils. (Do it twice if time permits.)
2. Show the story written on a flipchart/blackboard and read it.
3. Ask the pupils if there are any words they do not understand, such as 'quarrelling'. Clarify any words.
4. Show them the cards with the words on them. Slowly say the words on the cards ('strong', 'together', and 'break').
5. Read the story together with them and ask them to put up their hands (or another gesture chosen by the pupils), whenever the words on the cards are called.
6. **Ask:** Why do you think the children were unable to break the sticks when they were tied together?
7. Write these sentences on the board:
  - Jane is a strong girl.
  - Aiah stays together with his parents.
  - It is difficult to break a stone.
8. Read the sentences twice and invite pupils to read along with you.
9. Ask the pupils if they know what the underlined words mean and ask them to explain.
10. Explain the meaning of the underlined words.
11. Ask if pupils have any questions and discuss the answers.

## Guided Practice (10 minutes)

1. Choose one volunteer to act as the elder and seven volunteers to act as the children. Encourage both boys and girls to volunteer.
2. Ask the pupils to act out the story.  
If they struggle or do not know what to do, guide them as they act it out.
3. Ask them to say and explain the meaning of the three target words.
4. Invite them to make up their own sentences using the three words. Give them opportunity to write their sentences on the blackboard or a flipchart.
5. Ask if pupils have any questions and discuss the answers.

## Independent Practice (14 minutes)

1. Invite pupils to form groups to act out the story.
2. Ask them to choose one volunteer among them to tell the story while the others act it out. Encourage pupils to take different roles (e.g. the elder could be male or female). If they wish to use objects in the classroom as props or costumes, encourage creativity.
3. Challenge them to listen carefully so that whenever the narrator says a target word, they can demonstrate an action that shows the meaning of the word.
4. Bring them together and invite them to share their experiences. Ask them to say the words and explain their meanings.
5. Show them the cards with the three words. Ask them to say them and make their own sentences using these words. Make sure you give pupils enough time to practice using the words in sentences.
6. If there is time, encourage the pupils to share their sentences in a fun way. For example, they could act out their sentences as they say them to their group.
7. Ask them what this story has taught them. (**Listen for:** *United we stand and divided we fall.*)

**As pupils play,** move around to observe and make sure pupils can identify the words and create sentences using the words.

**As they play, you could ask:**

- What does ... (strong / together / break) mean?
- Use any of these words in sentences. (strong / together / break)

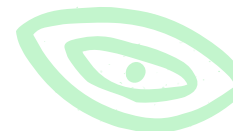


## Closing (3 minutes)

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1. Bring the class together and ask the pupils to further explain the meaning of the target words.
2. Invite them to create other sentences with these words.
3. Ask them to explain the lesson they learned from the story.
4. Show the learning outcome and ask whether it was achieved.
5. Give a homework assignment to the pupils.
6. Tell them what the next lesson will be.
7. Close the lesson.





# Civic Education

## Lesson plans

Class	Learning outcome	Local game or play activity	Page
1	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Identify their rights in the home.</li><li>• Explain the importance of their rights in the home.</li></ul>	<u>In the Court, Out of the Court</u>	58
2	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Identify five people who have contributed to building Sierra Leone.</li><li>• Explain the contributions of five selected people to building Sierra Leone.</li></ul>	<u>Kortu Lapoma</u>	61
3	By the end of the lesson, pupils will be able to explain the difference between a nuclear family and extended family.	<u>Concentration</u>	64
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Identify five basic human rights.</li><li>• Identify five responsibilities to self and others.</li></ul>	<u>Touch</u>	67
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Describe the characteristics of a good citizen.</li><li>• State the benefits of being a good citizen.</li></ul>	<u>Skiping Rope</u>	71
3	By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"><li>• Describe bad citizens.</li><li>• Discuss the impact of bad citizens on Sierra Leone.</li></ul>	<u>Six Cups</u>	75

**Note:** These exemplars are provided in English, but you should continue to use local languages during your lessons as appropriate, following the national education policy.

# In the Court, Out of the Court for Civic Education

Syllabus: Civic Education – Class 1, Unit 4: My rights in the home (p. 20)

**Lesson Title:** Rights and their Importance in the Home. **Theme:** Understanding your Rights and their Importance in the Home.

**Lesson Number:** 1

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Identify their rights in the home.
- Explain the importance of their rights in the home.



## Teaching Aids

- An open space with a flat surface
- A circle drawn on an open and flat surface



## Preparation

- Clear an open space with a flat surface.
- Draw a circle on the open and flat surface.

## Opening (5 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. **Ask:** What are your responsibilities at home?  
Write their responses on the chalkboard.
3. **Ask:** What are the responsibilities of your father and mother at home?
4. **Ask:** Why are these responsibilities important in the home?
5. **Say:** At home, we have responsibilities and rights. By the end of this lesson, you will be able to identify your rights in the home and explain their importance.

## Introduction to the New Material (5 minutes)

1. **Ask** pupils: What is a right?  
Record their answers on the chalkboard and if needed, clarify what a right is.





2. Invite pupils to give examples of rights at home. Add to their ideas if needed.
3. Ask volunteers to choose some of the examples and share why they think those rights are important.
4. Ask if pupils have any questions and discuss the answers.

### Guided Practice (10 minutes)

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1. Invite pupils to play 'In the Court, Out of the Court' to practice identifying their rights in the home and explaining their importance.
2. Explain how to play and demonstrate with a few volunteers:
  - The pupils stand around the court.
  - The teacher will call out different statements. If it is one of their rights at home (e.g. to eat, to play, to go to school, to be safe, to ask questions, etc.), they jump into the court. If it is not one of their rights at home (e.g. to eat candy, to have a pet, to wear expensive clothes), they jump outside the court.
  - If anyone jumps incorrectly, the group explains why it was a right or not a right. If it was a right, the group also explains its importance.
3. After a few statements, invite all pupils to recall some of the rights mentioned and turn to a partner to explain why those rights are important. Take up the answers with the group.
4. Ask if pupils have any questions and discuss the answers.

### Independent Practice (10 minutes)

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1. Take pupils outside to play the game.
2. Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.
3. Volunteers can take turns leading the game by calling statements as others jump in and out of the court. Provide support to make sure they are calling a mix of statements that are and are not rights.
4. After each set of statements, invite pupils to recall the rights mentioned and to tell a partner why those rights are important. Then ask a few volunteers to share their answers with the class.

**Note:** To extend learning, you could also call out statements that are rights **outside** the home but not in the home (e.g. to choose your friends, not to join the army if you are under 18).

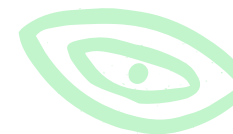
**As pupils play,** observe whether they are able to identify the rights correctly and to explain why they are important.

**As they play, you could ask:**

- How did you know if the statement was a right?
- Do you think it is good that you have this right? Why or why not?

## Closing (5 minutes)

1. Bring pupils together and ask them to identify their rights in the home.
2. Ask pupils to explain the importance of their rights in the home.
3. Invite pupils to reflect on the lesson's learning outcomes. **Ask:**
  - What did you do to achieve the first learning outcome?
  - What did you do to achieve the second learning outcome?
4. Give a homework assignment to the pupils.
5. Congratulate them for achieving the learning outcomes.



# Kortu Lapoma for Civic Education

Syllabus: Civic Education – Class 2, Unit 15: Some other important Sierra Leoneans (p. 11)

**Lesson Title:** Five People and their Contributions to Building Sierra Leone

**Theme:** Understanding the Contributions of Key People to National Development

**Lesson Number:** 2

**Class/Level:** Class 2

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Identify five people who have contributed to building Sierra Leone.
- Explain the contributions of five selected people to building Sierra Leone.



## Teaching Aids

- Labelled drawings of five people who have contributed to building Sierra Leone (one set per group)  
**Note:** *These can be simple figures with objects beside them that represent their stories.*
- An open space with a flat surface.



## Preparation

- Clear an open space with a flat surface.
- Place the five drawings on the flat surface in the open space.
- Before the lesson, write the five people's names and their contributions to Sierra Leone on the board.

## Opening (4 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Discuss with pupils:
  - Name one family member. What role do they play in your family?
  - Why are these roles important to the family?
3. **Say:** Just as you have roles to play in the family, you have important roles to play in the country.
4. Tell pupils: By the end of this lesson, you will be able to identify five people and explain their contributions to building Sierra Leone.

## Introduction to the New Material (9 minutes)

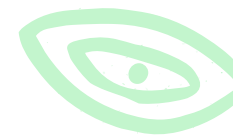
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1. **Say:** Let's learn the names of five people and what they did for Sierra Leone.
2. Show the names and their contributions to Sierra Leone:
  - a) Bai Bureh – Fought against the British to free Sierra Leone.
  - b) Madam Yoko – Campaigned for women's equal rights with men.
  - c) Sengbe Pieh – Fought slave masters to abolish the slave trade.
  - d) Sir Milton Margai – Negotiated for Sierra Leone's independence.
  - e) Brigadier Lansana – First Sandhurst-trained Sierra Leonean Brigadier.
3. Give the five drawings of the selected people to pupils to identify.
4. Explain in detail what each of the selected people did for Sierra Leone. Use storytelling techniques to make it engaging for pupils (e.g. speaking with expression, gestures, questions to create curiosity).
5. Ask if pupils have any questions and discuss the answers.

## Guided Practice (7 minutes)

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1. Invite pupils to play 'Kortu Lapoma' to practice identifying five Sierra Leoneans and explaining their contributions to building Sierra Leone.
2. Ask the entire class to sit in a circle on the flat surface of the open area.
3. With a volunteer, explain and demonstrate how the game is played:
  - The volunteer holds one of the five drawings in their hand and sings 'lapomao kortulapoma' as they go around the circle.
  - Those sitting in the circle will chorus 'geng geng'.
  - The volunteer randomly places one drawing on the ground behind one of the players and gently taps that player to tell them that they now have a drawing.
  - That player will identify the person in the drawing. If anyone disagrees, they can suggest another answer until the correct name is identified.
  - Next, all players will turn to a partner and explain the person's contribution to building Sierra Leone.
  - The player who received the picture switches roles with the volunteer and chooses a new picture to play the next round.
  - The game continues until the five Sierra Leoneans are identified and their contributions to nation building are explained.



4. Invite pupils to set any other rules for the game.
5. Ask if pupils have any questions and discuss the answers.

## Independent Practice (10 minutes)

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1. Invite pupils to form groups to play the game (suggested size: 5 per group).
2. Play until all five pictures are used.
3. Encourage pupils to make sure everyone has a turn to receive a card. If needed, support groups to discuss the contributions in pairs before moving to the next turn.

**As pupils play,** move around and observe whether they are able to identify the Sierra Leoneans and describe their contributions.

**As they play, you could ask:**

- Who was Bai Bureh and what did he do for Sierra Leone?
- Why did Madam Yoko campaign for men and women to have equal rights?
- How did Sengbe Pieh fight to end the slave trade?
- How did these contributions benefit Sierra Leone?
- What kind of contribution would you like to make to Sierra Leone?
- Why is it important to make positive contributions to your country?

## Closing (5 minutes)

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1. **Ask:**
  - What did Sir Milton Margai do for Sierra Leone to gain independence?
  - How did Brigadier Lansana make Sierra Leone proud?
2. Explain the contributions of the five people to building Sierra Leone.
3. Invite pupils to reflect on the learning outcomes. **Ask:**
  - What did you do to achieve the first learning outcome?
  - What did you do to achieve the second learning outcome?
4. Give a homework assignment to the pupils.
5. Thank pupils for achieving the learning outcome.

# Concentration for Civic Education

Syllabus: Civic Education – Class 3, Unit 1: Authorities in the family (p. 24)

**Lesson Title:** Nuclear Family and Extended Family

**Theme:** Understanding the Types of Families in Sierra Leone

**Lesson Number:** 3

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to explain the difference between a nuclear family and extended family.



## Teaching Aids

- An open space with a flat surface
- Materials for drawing (e.g. notebooks and pencils)

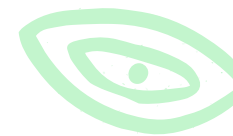


## Preparation

- Clear an open space with a flat surface.

## Opening (5 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Invite pupils to talk about the people they live with in the house.
3. **Ask:**
  - What are the roles of people in your family?
  - How many people live with you in your house?
  - Do you know of other people who may have more/less people living with them? Give examples.
4. Tell pupils: By the end of this lesson, you will be able to explain the difference between a nuclear family and extended family.



## Introduction to the New Material (8 minutes)

---

1. Invite the pupils to draw two people in their family.
2. Ask pupils to tell one another about their pictures: who they drew and who else they are related to in the family.

**Note:** Use a strategy that will allow all pupils to participate (e.g. discuss in pairs).

3. Invite pupils to explain more about the type of family they live in.
4. Explain what a nuclear family is and what an extended family is.
5. Ask if pupils have any questions and discuss the answers.

## Guided Practice (7 minutes)

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1. Invite pupils to play 'Concentration' to practice explaining the difference between a nuclear family and extended family.
2. Explain and demonstrate that:
  - Players form a circle and decide who will be the lead player. (**Note:** If they are just two, they can face each other.)
  - Players clap and sing the song: *Ah, Ah, Ah-bellah, Sukusellah, Cheerful boy and happy girl, Ah-bellah Sukusellah, Cheerful boy, and happy girl static (sartin), no laughing, no shaking, nor do anything.*
  - When the song stops, the lead player tries to make their playmates laugh, talk, or move. For example, the lead player can tell jokes, say funny things etc.
  - The other players try not to move or make any sounds.
  - If someone smiles, laughs, or moves, they will try to explain the difference between a nuclear family and an extended family. Then they become the next lead player.
  - If nobody laughs, the group can choose another volunteer to be the lead player.
3. Ask if pupils have any questions and discuss the answers.

## Independent Practice (8 minutes)

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1. Invite pupils to form groups to play the game.
2. Before they play, ask the class to suggest a rule to make sure everyone will have a turn to explain the difference between a nuclear and extended family.
3. Encourage them to be creative as they try to make one another laugh.

**As pupils play,** move around and observe how pupils explain the difference between a nuclear family and an extended family. Give support when needed. Make sure all pupils participate and that everyone has a chance to explain the difference between a nuclear family and an extended family.

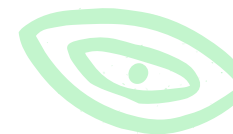
**As they play, you could ask:**

- Did your group members share any answers that you hadn't thought of? If yes, what?
- What are some things that you can do with both your nuclear and extended family?
- How are the things you do with your extended family similar or different from what your group members do with their extended families? (Ask the same about nuclear families.)
- What is the main difference between a nuclear family and an extended family?

## Closing (7 minutes)

1. **Ask:** What did you learn about the nuclear family and extended family as you played the game?
2. Invite pupils to show all their drawings on the table.
3. Ask pupils to look at their drawings and explain the difference between a nuclear family and extended family.
4. Give a homework assignment to the pupils.
5. Thank pupils for achieving the learning outcome.





# Touch for Civic Education

Syllabus: Civic Education – Class 3, Unit 3: Your rights and responsibilities (p. 24)

**Lesson Title:** Match Your Rights and Responsibilities

**Theme:** Rights and Responsibilities

**Lesson Number:** 02

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Identify five basic human rights.
- Identify five responsibilities to self and others.



## Teaching Aids

- Any pictures or objects that are examples of needs and wants
- Cards with rights written on them
- Cards with responsibilities written on them
- Anything to mark a court on the ground (e.g. lines in the dirt or chalk)



## Preparation

- Create cards with rights and responsibilities written on them, one per card. (Pupils can help create the cards.)
- Ensure a clear and safe space to play 'Touch'.
- Mark the court with vertical lanes and one horizontal line (commonly called the 'main line').


## Opening (4 minutes)

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1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Introduce the lesson. State that the pupils will build on previous learning in Class 1 and 2 around rights and responsibilities.
3. Show pupils a few pictures or objects and ask if they think it is a need or a want. Invite them to explain their choices.
4. Recap previous learning:
  - **Ask:** Do you remember what a right is? Please explain.
  - **Say:** Today we will learn about human rights and our responsibilities.
5. Show the pupils the learning outcomes and explain what they are expected to know by the end of the lesson.

## Introduction to the New Material (3 minutes)

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1. Recap previous learning:
  - **Ask:**
    - What are some of your rights at home?
    - What are some of your duties at home?
    - What does 'responsibility' mean?
    - What does 'respect' mean?
    - State some of the ways you show respect for others.
  - Ask one pupil to explain why these rights and duties are important.

**Note:** Pupils learned about rights and duties at home in Class 1. Support them to recall key concepts as needed.
2. Explain the key concepts of human rights. For example:
  - Just as they have rights and duties at home, every person in the world has rights in and outside the home.
  - Ask if anyone can think of a right that they may have outside of the home.
    - If the pupil gets the answer incorrect, compliment the pupil for answering, and see if another pupil can explain why it is incorrect.
    - If no pupil can explain, then explain why it is not a right. For example, a pupil may say they have the right to eat sweets. This is not a universal right (refer to the earlier exercise about needs and wants).
  - Everyone has these rights no matter who they are or where they are.



- Just as we all have rights, each of us also has responsibilities.
  - Ask a pupil to remind you what 'responsibility' means, and to give you two examples of a responsibility.
3. Ask if pupils have any questions and discuss the answers.

## Guided Practice (5 minutes)

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1. Invite pupils to play 'Touch' to learn about their rights and responsibilities.
2. Invite volunteers to briefly demonstrate how to play:
  - The defending team scatters cards across the court. Each card has a right or responsibility written on it.
  - The attacking team tries to get the cards without being tagged by the defending team.
  - When the round ends, the attacking team tries to sort the cards they've collected into rights and responsibilities. The defending team tries to sort the cards that are left into rights and responsibilities.

**Note:** Another way to play is to match each rights card with a responsibilities card. You can adapt the questions to discuss this.

3. Before the demonstration, invite pupils to decide on the other game rules. For example:
  - How does the round end?
  - Is there anything the attacking team is not allowed to do?
  - Is there anything the defending team is not allowed to do?
4. Support pupils as needed during the demonstration. Check if all the pupils understand how to play the modified game. Ask if pupils have any questions and discuss the answers.

## Independent Practice (18 minutes)

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1. Invite pupils to form teams and play the game. Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.

2. Invite pupils to share other ideas for how to play the game in the next round.

**As pupils play,** move around and record observation notes on who is excelling in sorting the cards and who requires more support. Support pupils to understand the concepts on the cards when needed.

**As they play, you could ask:**

- What cards have you sorted?
- Why do you think this is a right/responsibility?

## Closing (5 minutes)

1. Bring the class back together in a circle and invite pupils to share some of the rights and responsibilities they found.
2. **Ask:**
  - Which rights and responsibilities did you already know about?
  - Which rights and responsibilities were new to you?
  - Did any of the rights and responsibilities surprise you? Which ones? Why?
  - What are some examples of these rights in everyday life?
  - What are some ways that you can fulfil your responsibilities?
3. Check if pupils have any questions before wrapping up the lesson.
4. Remind the pupils of the expected learning outcomes for the lesson and explain how they met them.
5. Give a homework assignment to the pupils.
6. Close the lesson.



# Skipping Rope for Civic Education

Syllabus: Civic Education – Class 3, Unit 5: Citizens in my community (p. 25)

**Lesson Title:** Characteristics and Benefits of a Good Citizen **Theme:** Learning to be a Good Citizen

**Lesson Number:** 1

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Describe the characteristics of a good citizen.
- State the benefits of being a good citizen.



## Teaching Aids

- An open space with a flat surface
- Rope (one for every two teams)



## Preparation

- Clear an open space with a flat surface.
- Loosen and straighten the ropes.

## Opening (5 minutes)


1. Ask volunteers to share and explain what they did in the homework from the last lesson.
2. Invite pupils to recall from Class 2: Who is a citizen?  
Write their answers on the chalkboard.
3. Revise a previous lesson on 'How to become a citizen'.
4. Tell pupils: By the end of this lesson, you will be able to describe the characteristics of a good citizen and state the benefits of being a good citizen.

## Introduction to the New Material (5 minutes)

1. **Ask:** What are the characteristics of a good citizen?

### **Listen for:**

*(If needed, ask questions to extend their prior knowledge and bring up the ideas below.)*

- 
- a) Pay their taxes.
  - b) Protect public/government property.
  - c) Clean their surroundings.
  - d) Obey the laws.
  - e) Respect other people (especially elders).

2. **Ask:** What are the benefits of being a good citizen?

**Listen for:**

*(If needed, ask questions to extend their prior knowledge and bring up the ideas below.)*

- a) The country develops.
- b) There is peace.
- c) The people are healthy.
- d) There is law and order.
- e) The people become honest.

If pupils give answers that are not listed above, write them on the board and invite them to explain why they gave that answer.

3. Ask if pupils have any questions and discuss the answers.

## Guided Practice (8 minutes)

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1. Invite pupils to play 'Skipping Rope' to practice how to describe the characteristics of a good citizen, and to state the benefits of being a good citizen.
2. Explain and demonstrate how to play:
  - If the game is played by two people, the players decide who should start first. If the game is played in teams, two players (team leaders) challenge each other by saying, 'I challenge you first to pick, first to go inside.' Or one team leader will say 'I challenge you first to pick' and the other will say, 'First to go inside'.
  - Any member of the team can start jumping/skipping, while all players, including the one jumping, count down to a particular number, or sing a song they all know.

**Example song:**

*Aa mama u sorry*

*Aa papa u sorry*

*U buy book for natin*



*U buy pen for natin  
Corner, corner dae gi belleh  
Belleh dae born pikin  
Pikin dae oparate  
Sweety milki, sweetie milki  
Ya gbati Koko  
Show me your pattern*

3. Guide the class to create a short song or chant about being a good citizen:
  - Ask them to choose a few of the characteristics of a good citizen that they would like to make the song or chant about.
  - Ask a volunteer to suggest a simple rhythm or tune.
  - Ask a volunteer to make up the first line of the song (about one or some of the characteristics).
  - Ask a volunteer to make up the second line of the song (about the benefit of showing the characteristic(s), or of being a good citizen).
4. Practice the song a couple times.
5. Encourage the class to sing the song as volunteers demonstrate how to jump in the skipping rope.

### **Independent Practice** (10 minutes)

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1. Invite pupils to form groups to create their own new song or chant that they will use to play with the skipping rope. The song/chant should be about the characteristics of a good citizen and the benefit of being a good citizen. Encourage them to make a longer song/chant than the one in the demonstration.
2. Invite each group to find one other group to pair up with to play with the skipping rope together. They can take turns using the songs/chants they made.

Check if pupils with disabilities can play the game comfortably. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.
3. Encourage those who are out of the game to continue singing the song/chant with their team.

**Note:** *If you have time, invite groups to perform their songs/chants to the class.*

**As pupils play,** move around and observe what ideas they are using to describe good citizens and the benefits of good citizens.

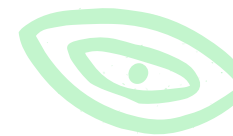
**As they play, you could ask:**

- What characteristics of good citizens did you put in your song? What's an example of how we can show this characteristic in our everyday lives?
- Which characteristic of good citizens is especially important to you? Why?
- What are the benefits of being a good citizen?

## Closing (7 minutes)

1. Bring all the pupils together and **ask:**
  - What have you learned about the characteristics of a good citizen?
  - What have you learned about the benefits of being a good citizen?
  - What are the characteristics of a good citizen?
  - What are the benefits of being a good citizen?
2. Invite pupils to summarize the lesson.
3. **Ask:** How did you meet the learning outcomes?
4. Thank them for achieving the learning outcomes.
5. Give a homework assignment to the pupils.





# Six Cups for Civic Education

Syllabus: Civic Education – Class 3, Unit 5: Citizens in my community (p. 25)

**Lesson Title:** Bad Citizens and their Impact on Sierra Leone **Theme:** Understanding Bad Citizenship

**Lesson Number:** 2

**Class/Level:** Class 3

**Time:** 35 minutes



## Learning Outcomes

By the end of the lesson, pupils will be able to:

- Describe bad citizens.
- Discuss the impact of bad citizens on Sierra Leone.



## Teaching Aids

- One set of play materials for every for two teams:
  - Ball (e.g. made of used plastic bags or old socks)
  - Empty tomato or milk tins
  - Surface to put the tins on (e.g. rubber bucket or carton)
  - Pieces of paper with the characteristics of bad citizens written on them
- An open space with a flat surface
- Anything to mark a line



## Preparation

- Tape the pieces of paper to the tins (one characteristic per tin).
- Place the ball and empty tins in an empty space with a flat surface.
- Put the bucket and the carton beside the other items.
- Clear the open space of anything that may likely cause an obstruction.

## Opening (5 minutes)

1. Ask volunteers to share and explain what they did in the homework from the last lesson.

2. **Ask:**

- What are the characteristics of a good citizen? (previous lesson)
- What are the benefits of being a good citizen?

3. Tell pupils: By the end of this lesson, you will be able to describe bad citizens, and discuss their impact on Sierra Leone.

## Introduction to the New Material (5 minutes)

---

1. **Ask:** What do bad citizens do?

**Listen for:**

*(If needed, ask questions to extend their prior knowledge and bring up the ideas below.)*

- a) They don't care about others.
- b) They don't pay taxes.
- c) They don't obey the laws.
- d) They destroy public/government property.
- e) They steal money that belongs to Sierra Leone.

2. **Ask:** What is the impact of bad citizens on Sierra Leone?

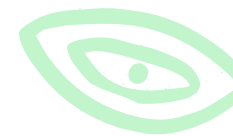
**Listen for:**

*(If needed, ask questions to extend their prior knowledge and bring up the ideas below.)*

- a) There are no good hospitals.
- b) There is rampant corruption (many powerful people are dishonest or break the law).
- c) There is breakdown of law and order (many people don't obey the laws so the community is out of control).
- d) There are no good roads in the country.
- e) Children have less opportunities to learn well in school because politicians use the money for themselves.

If pupils give answers that are not listed above, write them on the board and invite them to explain why they gave that answer.

3. Ask if pupils have any questions and discuss the answers.



## Guided Practice (8 minutes)

---

1. Invite pupils to play 'Six Cups' to help them describe bad citizens and discuss their impact on Sierra Leone.
2. Explain and demonstrate how to play:
  - A player or team leader challenges another player/team: '*Ar challenge you first to go inside, first to pick.*' That chant indicates who takes a turn first.
  - They place the tins in the shape of a pyramid or in a line on top of a carton (or other platform). Each tin has a paper stuck inside. The paper has a characteristic of a bad citizen.
  - One team starts behind a line drawn some distance from the tins. The players take turns trying to hit the tins with a ball.
  - If a player misses the tin but hits the carton, they can try one more time.
  - As they play, the opposing team can try to hit them with the ball.
  - A player is declared the winner when they hit the tins off the platform.
  - At the end of the round, the throwing team will look at the papers inside the tins that they hit. They will share an example of each characteristic on the papers. The opposing team will then share an impact for that example. (E.g. if the paper says, 'Disrespects laws', the throwing team could say, 'Stealing'. The opposing team could then say, 'People don't have what they need because it was stolen'.
3. Invite the pupils to set any other rules for the game.
4. Ask eight volunteers to demonstrate how to play.
5. Ask if pupils have any questions and discuss the answers.

## Independent Practice (12 minutes)

---

1. Invite pupils to form teams to play the game. Check if pupils with disabilities are comfortable playing the game. If not, ask the child with a disability how they would like to modify the game so that they can play in a fun way.

**Note:** *Observe to make sure pupils can hit enough tins to discuss the different characteristics. If they cannot, invite them to change the game. (E.g. if the opposing team always hits the players before they knock down the tins, they might change the game so that the opposing team does not try to hit them.)*
2. If there is time, encourage pupils to think of other characteristics of bad citizens and write them on slips of paper to play in the next round.

**As pupils play**, move around and observe what examples they are coming up with to describe bad citizens and their impact. Provide support when needed.

**As they play, you could ask:**

- What makes somebody a bad citizen?
- What does a bad citizen do to Sierra Leone?

## **Closing** (5 minutes)

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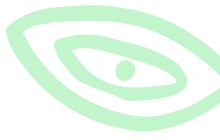
1. **Ask:**

- What have you learned today about bad citizens?
- What can bad citizens do to Sierra Leone?

2. **Ask:** How did you achieve the learning outcomes?

3. Thank them for achieving the learning outcomes.

4. Give a homework assignment to the pupils.



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