


A thick vertical bar in a dark gold color runs down the left side of the page. A horizontal arrow in a lighter gold color points to the right, overlapping the vertical bar.

**SAMPLE LESSON NOTES-WEEK 3**  
BASIC SIX

A series of thin, curved lines in shades of blue and grey originate from the bottom left corner and sweep upwards and to the right, creating a sense of movement and depth.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 3

### BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B6.1.3.1.1 B6.2.6.1.1. B6. 3.2.1.1. B6.4.9.1.1. B6.5.3.1.1. B6.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can relate the central messages of poems to personal experiences</p> <p>B. Learners can use level-appropriate content words and function words appropriately in spoken and written communication</p> <p>C. Learners can identify and use definite and indefinite articles</p> <p>D. Learners can select a topic of choice on a national issue, brainstorm ideas and organize them before writing</p> <p>E. Learners can identify and use nouns or noun phrases to describe conditions</p> <p>F. Learners can read and critique a variety of age- and level appropriate books.</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>MAN IN THE MOON CAME DOWN TOO SOON</u> The man in the moon, Came tumbling down, And asked his way to Norwich; He went by the south, And burned his mouth While supping cold plum porridge.</p>	<p><b>A. ORAL LANGUAGE</b> (Poems Pg.153)</p> <p>Engage learners in reciting some familiar poems.</p> <p>Introduce learners to an eight-line poem on the board.</p> <p>Read/recite the poem clapping/tapping its rhythm.</p> <p>Have learners read lines of the poem ensuring correct pronunciation of words.</p> <p>Let learners take turns to read in groups and individually.</p> <p>Have learners discuss the central message and relate it to their personal experiences.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Tuesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>JACK A NORRY</u> I'll tell you a story About jack-a-Nory,</p>	<p><b>B. READING</b> (Vocabulary Pg.172)</p> <p>Using examples, explain simply the two groups of words.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

	<p>And now my story's begun; I'll tell you another, About jack and his brother, And now my story is done.</p>	<p>Elicit sentences and have learners identify the two categories of words from their sentences.</p> <p>Have sentences on sentence strips on the board or cardboards and have learners identify the function words and content words.</p> <p>Have learners make meaningful sentences on their own and share with peers or in groups.</p>	
Wednesday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p><b>C. GRAMMAR</b> (Determiners Pg.182)</p> <p>Briefly revise nouns. Learners read/listen to a passage having several nouns.</p> <p>Have them identify the nouns stating their types.</p> <p>Learners identify the nouns noting words that precede them e. g. the, an</p> <p>Select sentences containing nouns and articles and use them to explain the use of the articles "a", "an" and "the" simply.</p> <p>In groups, learners write sentences and underline the articles.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Engage learners to sing songs and recite some familiar rhymes.</p> <p><u>IF ALL THE WORLD WERE PAPER</u> If all the world were paper, And all the sea were ink, If all the trees were bread and cheese What would we have to drink?</p>	<p><b>D. WRITING</b> (Writing as a Process Pg.200)</p> <p>Scaffold the writing process. i. Pre-writing</p> <p>Have learners select and discuss a national issue with their partners.</p> <p>Have learners brainstorm to generate as many ideas as possible about the topic.</p> <p>Have them organize the ideas into a writing plan using an outline, a chart or an appropriate graphic organizer. E.g. line diagram</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b></p>	<p>Give learners task to complete whiles you go</p>

	<p>Ask learners questions to review their understanding in the previous lesson.</p> <p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>(Using Naming Words Pg.211) Identify and use nouns or noun phrases to describe conditions.</p> <p><b>F.EXTENSIVE READING</b> Have learners read books of their choice independently during the library period.</p> <p>Let learners write a one-page critical commentary based on the books read</p> <p>Invite individuals to present their work to the class for feedback.</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p> <p>Encourage them to visit the local library to read and borrow books</p>
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 117-118		
<b>Learning Indicator(s)</b>	B6.1.1.1.4-5		
<b>Performance Indicator</b>	Compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="  Round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens.		
<b>Strand</b>	Number		
<b>Sub strand</b>	Counting, Representation And Cardinality		
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Take learners through math mental to solve the following.  $15 - \square = 10$  $9 + \square = 11$  $\square + 3 = 10$  $\square - 4 = 1$  $14 - \square = 7$	Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. e.g. 123,400 is 10,000 less than 133,400  Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200 = 100200, 2746794 > 2646796	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Tuesday	Take learners through math mental to solve the following.  $\square + 3 = 6$  $\square - 8 = 0$  $6 - \square = 2$  $2 + \square = 7$  $\square + 1 = 9$	Guide learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. e.g. 123,400 is 10,000 less than 133,400  Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200 = 100200, 2746794 > 2646796	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who special help.
Wednesday	Take learners through math mental to solve the following.	Learners work together in their groups to order a given set of	Give learners task to complete whiles you go

	$8 - \square = 2$ $\square + 5 = 14$ $\square - 10 = 7$ $1 + \square = 4$	<p>numbers in ascending or descending order verbally and in writing.  E.g. For instance; 140230,17025,75 267389,287368,</p> <p>Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675</p>	<p>round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Thursday	<p>Take learners through math mental to solve the following.</p> $\square - 4 = 1$ $14 - \square = 7$ $8 + \square = 14$ $18 - \square = 9$	<p>Learners round off numbers to the nearest 100,000, 10,000 and 1000. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences.</p> <p>Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and say as many things as possible about the two numbers.  For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675.</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>
Friday	<p>Take learners through math mental to solve the following.</p> $2 + \square = 7$ $\square + 1 = 9$ $\square - 1 = 2$ $\square + 6 = 11$	<p>Learners round off numbers to the nearest 100,000, 10,000 and 1000. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</p> <p>Learners round up and round down to estimate sums and differences.</p> <p>Ask learners to work together to round up and round down to estimate sums and differences</p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who special help.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.1		
<b>Performance Indicator</b>	Know the general properties of metals such as lustre, malleability, conductivity and ductility		
<b>Strand</b>	Diversity Of Matter		
<b>Sub strand</b>	Materials		
<b>Teaching/ Learning Resources</b>	Metals, woods plastics soil stones paper pencil		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Paste a Chart of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc.</p> <p>Let learners classify the various materials as metals or non-metals based on the following properties: luster, malleability, conductivity and ductility.</p>	<p>What have we learnt today? Properties of metals</p> <p>Have learners summarize the important points of the lesson</p>
	<p>Paste a Chart of pictures showing Objects made from metals for learners to observe</p> <p>Have learners to talk about the chart.</p> <p>Learners identify the names of the items on the chart</p>	<p>Guide them to give reasons for their classification.</p> <p>Relate the lesson to everyday activities that involve the use of metals</p> <p>Given a piece of aluminum foil and a drinking straw, learners describe how they will use conductivity to classify them as metals or non-metals.</p> <p>Assessment: Provide materials for learners. In groups Learners design and make simple machines with metals</p>	<p>Learners to state some uses of metals.</p> <p>Learners to identify items in the school and home that are made from metals</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 45		
<b>Learning Indicator(s)</b>	B6.1.2.1.1.		
<b>Performance Indicator</b>	Explain problems associated with adolescence		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	Myself		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners talk about and list changes that occur during adolescence</p> <p>Learners think-pair-share on challenges associated with adolescence</p> <p>Learners illustrate challenges facing adolescence using the Future's Wheel</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Revise with learners on the challenges facing adolescence using the Future's Wheel</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>i. engaging in sexual activity can result in</li> <li>ii. acquiring sexually transmitted infections (STIs) including HIV</li> <li>iii. teenage pregnancy and parenthood</li> <li>iv. streetism and poverty</li> <li>v. drug use and abuse</li> <li>vi. negative peer pressure leading to criminal activities</li> </ul>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>



<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 46		
<b>Learning Indicator(s)</b>			
<b>Performance Indicator</b>	B6 I.I.I.I: Describe the nature of God through His attributes.		
<b>Strand</b>	God's Creation And Attributes		
<b>Sub strand</b>	God The Creator		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration, Critical Thinking Creativity and Innovation Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</p> <p>Guide learners to discuss the attributes of God in English and local languages.</p> <p>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</p> <p>Through questions and answers, let learners show how they can relate the attributes of God to their lives.</p> <p>Guide learners to write essays on the attributes of God and present their works to class for discussion.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 40		
<b>Learning Indicator(s)</b>	B6.3.4.1.1		
<b>Performance Indicator</b>	Assess the changes that the European presence brought to Ghana.		
<b>Strand</b>	Europeans In Ghana		
<b>Sub strand</b>	Impact Of European Presence		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc		
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Show and discuss a documentary of European presence in Ghana</p> <p>Discuss the activities the Europeans engaged in (trade, vocational training centers, health facilities, development of local alphabet, translation of the Bible)</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Debate the impacts of European presence on Ghana</p> <p>Engage learners in a fish bowl activity.</p> <p>Have learners in the fish bowl discuss the impacts of European presence in Ghana, while other learners observe them</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.2.1 B6.1.2.3.1		
<b>Performance Indicator</b>	Experiment with available visual arts media and methods to create functional and decorative visual artworks.		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners are to critically examine the works of some international artists</p> <p>Make similar works of the international artists studied using available materials and tools from the local environment.</p> <p>Discuss, compare and share their experiences through jury and peer review.</p>	<p>Ask learners to tell the whole class what they have learnt.</p> <p>Learners tell what they will like to learn.</p>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners are to present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world.</p> <p>Demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist:</p> <p>Make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment.</p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 68		
<b>Learning Indicator(s)</b>	B6.1.4.1.1-2		
<b>Performance Indicator</b>	Indicate the similarities and differences between folktales and stories. Discuss the values or morals of folktales and of stories.		
<b>Strand</b>	Oral Language		
<b>Sub strand</b>	Story Telling		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Review learners understanding in the previous lesson using questions and answers  Engage learners to play games and sing songs to begin the lesson.	Ask a learner to tell a folktale and another learner to tell a story.  Tell a folktale and a story.  Revise the lesson on the structure of a folktale and a story.  Let learners discuss the similarities between folktales and stories in their groups.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Engage learners to sing the alphabets song  <b>A B C SONG</b> A,B,C,D,E,F,G,H,I,J,K,L,M N,O,P,Q,R,S,T,U,V,W,X,Y,Z. Now I know my ABC's Next time won't you sing with me	Let a learner recount a folktale and another learner a story.  Let learners discuss the differences between folktales and stories in pairs.  Write out some of the differences on the board.  Let learners debate to confirm the differences found from the discussion.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt
	Review learners understanding in the previous lesson using questions and answers.  Engage learners to play games and sing songs to begin the lesson.	Ask a learner to tell a folktale and another learner to tell a story.  Tell a folktale and a story.  Let learners discuss the values or morals of folktales and stories in groups.  Let each group present the findings to the whole class.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 70		
<b>Learning Indicator(s)</b>	B6.1.2.1.3:		
<b>Performance Indicator</b>	Perform the differences in applying and receiving force when jumping for height and distance		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Manipulative Skills		
<b>Teaching/ Learning Resources</b>	Pictures and videos		
<b>Core Competencies:</b> Learners develop personal skills such as flexibility, muscular strength, agility			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Learners use both arms efficiently to control balance as needed during approach run and take-off.</p> <p>Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).</p> <p>Learners practice at their own pace base on their abilities</p> <p>Learners end the lesson with cool down.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.1-3		
<b>Performance Indicator</b>	Explore the use of the desktop Background and demonstrate the use of the Recycle Bin or Trash Can		
<b>Strand</b>	Word Processing		
<b>Sub strand</b>	Introduction To MS-Windows Interface		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p> <p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>Guide learners to the use of the desktop Background, change the themes colors and the User account.</p> <p>Guide learners to use the recycle bin by deleting and viewing deleted files.</p> <p>Support learners to liken the Recycle bin and its use to the real-world office trash can.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>