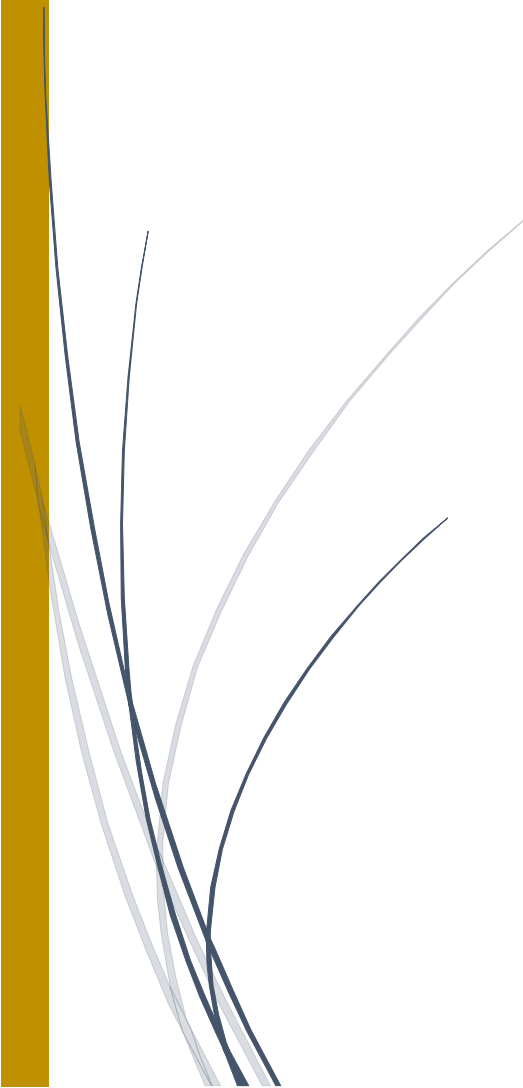


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**SAMPLE LESSON NOTES-WEEK I**  
BASIC THREE

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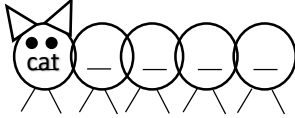
Fayol Inc.  
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## SCHEME OF LEARNING- WEEK I

### BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B3.1.6.2.4. B3.2.7.1.2. B3.1.10.1.1. B3.5.7.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can express a greater variety of communicative meaning.</p> <p>B. Learners can ask and answer factual, inferential and vocabulary questions about level-appropriate texts.</p> <p>C. Learners can present ideas logically</p> <p>D. Learners can Identify prepositions in sentences to indicate directions and means, e.g. by bus.</p> <p>E. Learners can read a variety of age and level-appropriate books and summarize them</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 they know</p> <p><b><u>ONE POTATO, TWO POTATOES</u></b> One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more.</p> <p>One potato, two potatoes, three potatoes, four</p> <p>Five potatoes, six potatoes, seven potatoes, more</p>	<p><b><u>A. ORAL LANGUAGE</u></b> (Conversation Pg.74)</p> <p>Show learners conversational posters to talk about. E.g. causes of road accidents.</p> <p>Let learners role-play topics or themes discussed.</p> <p>Discuss the importance of expressing a variety of communicative meanings/telling people about their feelings, etc.) e. g. apologizing, agreeing or disagreeing with partners on issues.</p> <p>Guide learners to express a variety of communicative meanings.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>
Tuesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p><b><u>B. READING</u></b> (comprehension Pg.86)</p> <p>Have learners brainstorm on the topic on which they will answer questions.</p> <p>Ask learners to read and answer simple pre-reading questions as you guide them.</p> <p>Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Call out a few words for learners to spell them off head.</p> <p>Ask learners to read some keywords on the board</p>

Wednesday	<p>Select 10 words and write them two different times on word cards.</p> <p>Place all the cards face down on the floor.</p> <p>Learners will then flip over two at a time and say each word, if the words match the learner gets to keep the cards.</p>	<p><b>C. WRITING</b> (Narrative Writing)</p> <p>Discuss important people (e.g. teachers, footballers, farmer, police officer, etc.) in learners' community and what made them important.</p> <p>Ask learners to prepare presentations on what they would like to be important for and why.</p> <p>Have learners present their work logically.</p>	
Thursday	<p>Engage learners to play the "Phonic caterpillars" game.</p> <p>A spelling pattern goes at the head of the caterpillar and the children fill in the sections of the caterpillar with words containing that pattern</p> 	<p><b>D. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Simple Prepositions)</p> <p>Provide sample sentences. e.g. means - We are going home by bus. <i>direction</i> - The monkey is climbing up the tree.</p> <p>Guide learners to discover the meaning of the sentences.</p> <p>Draw learners' attention to the words as prepositions.</p> <p>Have learners complete sentences with given prepositions that indicate "means and direction". e.g. Mr. Badu is travelling _____ train.</p>	<p>Have learners complete sentences with the appropriate prepositions.</p> <p>i. My friend lives <u>across</u> the street from me.</p> <p>ii. The ducks are eating <u>along</u> the river.</p> <p>iii. The girl was sitting <u>among</u> her friends.</p> <p>iv. They told stories <u>around</u> the campfire</p>
Friday	<p>Have a variety of age/level-appropriate books for learners to make a choice from.</p> <p>Guide learners to select books for readings</p>	<p><b>E. EXTENSIVE READING</b></p> <p>Using the Author's chair, introduce the reading/library time.</p> <p>Introduce narratives, expository, procedural texts to learners.</p>	<p>Let learners summarize the books they read to the whole class</p> <p>Learners draw parts of the stories they read.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 47		
<b>Learning Indicator(s)</b>	B3.1.1.3.1		
<b>Performance Indicator</b>	Learners can describe situations using positive and negative values		
<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, Bundle of sticks		
<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	Mix up playing cards. Put learners into groups of two  Shuffle and place the cards face down on the table. Player one flips over the top two cards. Player two then have to add up the numbers	Use different scenarios to explain to learners, negative and positive values.  Positive numbers are numbers greater than zero. e.g. 1, 2, 3,4,5,6,7,8,9... A convenient way to think of them as an extra number. For example, I have 2 oranges. Mother gave me additional 2 oranges. A plus is used to indicate positive numbers. In the above example, we could write +4 oranges.  Let learners give similar examples to indicate positive numbers	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Tuesday	Let learners close their eyes. While their eyes are closed, erase one or more numbers. Learners again open their eyes to find the missing numbers. Let learners justify their answers.	Use different scenarios to explain to learners, negative and negative values  Negative numbers are numbers less than zero. A convenient way to think of them is as a number owed. For example, if you have negative four apples that means you owe four apples to someone. A dash is typically used to indicate a negative value. In our case, we would write -4 apples.  Let learners give similar examples to indicate positive numbers	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.
Wednesday	Engage learners to sing the song  <u>WE CAN COUNT</u> We class three We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class three can count very well.	Using flash cards, create index cards with pictures of opposites on them.  Have learners match sets of opposite flashcards.  Example: happy and sad, hot and cold, big and small, -1 and +1, -5 and +5 etc.	Ask learners to tell you what they have learnt and what they will like to learn in the next lesson  Give learners individual or home task.


<p>Thursday</p>	<p>Put learners in two groups. Call out a number between 1 and 6. E.g. 3.</p> <p>Learners must call out the double (2x) of that number.</p> <p>In this case 6 is the answer.</p> <p>Try out more numbers. The group that answers more wins</p>	<p>Using the “acting opposite game”.</p> <p>Have learners to perform actions, and then do the opposite.</p> <p>Example: if they sit down, you stand up, if they walk forward, you walk backward, if they mention -30, you say + 30 etc.</p> <p>Once learners are familiar with the game, teacher performs the actions first, and have learners do the opposite.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>
<p>Friday</p>	<p>Share some few jokes with learners. You can two their jokes as well e.g. An American girl farts and says “Excuse me”.</p> <p>A Ghanaian girl farts and you will hear “Ohh! beans wei koraa”</p>	<p>Draw a number line on the floor or any convenient place. Ask a pair to stand on the cross (center) with their back facing. The learners then move in the opposite direction a straight line on the number line.</p> <p>Have learners move on the opposite direction on the number line and name the numbers as shown:</p> <p>Learners also build their own number line to include -10</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 58		
<b>Learning Indicator(s)</b>	B3.4.2.1.1.		
<b>Performance Indicator</b>	Learners can Identify different sources of electrical energy		
<b>Strand</b>	Forces And Energy		
<b>Sub strand</b>	Electricity And Electronic		
<b>Teaching/ Learning Resources</b>	Local Electrical Appliances		
<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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Revise with learners to investigate the function of batteries in electronic devices</p> <p>Learners mention common examples of household electronic appliances.</p> <p>Provide learners with electronic toys that operate on batteries.</p> <p>Learners discuss how the toys will behave without the battery.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Before the lesson, let learners investigate to find-out where they get electricity for their home and school. e.g. Aboadze Thermal Plant, Akosombo and Bui Hydroelectric plants.</p> <p>Learners listen to a story on the history of how electricity was first produced.</p> <p>Learners watch a video or look at a poster on how electricity is produced from various sources. E.g. batteries, solar, hydro, thermal and generators.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to build a paper circuit using a graphite pencil, battery and LED.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners demonstrate how to produce electricity from simple sources such as dry cells (batteries) to light a torch or a lamp.</p> <p>Ask learners to discuss the sources of the electricity they use at home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 53		
<b>Learning Indicator(s)</b>	B3.4.3.1. 1.		
<b>Performance Indicator</b>	Learners can explain ways of conserving energy		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Responsible Use Of Resources		
<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>Begin the lesson by sharing a few jokes with learners.</p> <p>Make sure to choose jokes that will get learners attention.</p> <p>Call two learners to share their jokes as well</p>	<p>Revise with learners on the ways of conserving water.</p> <p>Learners talk about the importance of conserving energy in the home.</p> <p>Learners identify positive attitudes towards energy conservation e.g. i. switch off light when not in use, ii. use energy saving bulbs. iii. put all gadgets off when leaving home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Give learners a few brain teasers for them to solve <b>Example:</b> Riddle, Riddle! Billy's mother had five children. The first was named Lala, the second was named Lele, the third was named Lili, the fourth was named Lolo. What was the fifth child named? Answer: Billy</p>	<p>Learners talk about the importance of conserving energy in the home.</p> <p>Learners identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>
	<p>Use questions and answers to review what they learnt in the previous lesson</p>	<p>Learners talk about the importance of conserving energy in the home.</p> <p>Learners identify positive attitudes towards energy conservation e.g. switch off light when not in use, use energy saving bulbs, put all gadgets off when leaving home</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 21		
<b>Learning Indicator(s)</b>	B3.4.1.1.1:		
<b>Performance Indicator</b>	Learners can discuss God's promises to humankind		
<b>Strand</b>	The Family and the Community		
<b>Sub strand</b>	Roles And Relationships		
<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>Have learners to sing some religious songs they are familiar with.</p> <p>Invite learners to read genesis 12:1-20 in the Bible.</p> <p>Ask learners to talk about the scriptures that have been read.</p>	<p>Lead learners to identify the promises God made to humankind: the call of Abraham (Ibrahim)-God promised him with eternal life.</p> <p><u>The call of Abraham</u> Abraham was the first patriarch of Israel. He is the father of the Jewish nation. The whole nation descends from Abraham through his son Isaac and grandson Jacob.</p> <p>In groups, let learners discuss the calls of Abraham (Ibrahim).</p> <p>Let learners present their work to class for discussion.</p> <p>Let learners role-play the call of Abraham (Ibrahim).</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p>



<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 18		
<b>Learning Indicator(s)</b>	B3.2.5.1.1		
<b>Performance Indicator</b>	Learners can describe Ghanaian entrepreneurs who have made significant contributions		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures of some outstanding entrepreneurs in Ghana		
<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>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to sing songs and play games to get them ready for lesson.</p> 	<p>Name Ghanaian entrepreneurs of note e.g. B.A. Mensah of Pioneer Tobacco Ltd.</p> <p>Retell the live stories of any of these entrepreneurs from a documentary show.</p> <p><b><u>BENJAMIN AMPONSAH MENSAH</u></b> Benjamin Amponsah Mensah was born on Saturday 13 September, 1924 in Kumahu Ashanti. He was the 8<sup>th</sup> out of 11 children of his parents. In 1944, ben obtained his first employment with John Holt Ltd in Kumasi as a merchandize invoicing clerk. Later in 1951, ben registered B.A Mensah &amp; co as an import/export company. It traded in imports of carbolic soaps, key soaps, Henkes Aromatic Schnapps and EK gin. By 1975 he was the leading supplier of kente yarns in Ghana. Thereafter he expanded the business to include tobacco growing agriculture with the first export to Lybia amounting to US\$1.95 million, etc.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson.</p> <p>Give learners home task to match names of key individuals along with their quotes.</p>
	<p>Use questions and answers to review learners understanding in the previous lesson</p> <p>Engage learners to play games and sing songs to begin the lesson.</p>	<p>Learners to Identify some of his contributions to nation development</p> <p>Let learners talk about how his work inspires them and give reasons.</p> <p>Learners to talk about their future aspirations and career options.</p> <p>Give guidance as to how to achieve those aspirations.</p>	<p>Ask learners to talk about what they have learnt</p> <p>Use questions and answers to review learners understanding in the lesson</p>

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>CREATIVE ARTS</b>
<b>Reference</b>	Creative Arts curriculum Page
<b>Learning Indicator(s)</b>	B3 I.I.I.3
<b>Performance Indicator</b>	Learners to study and talk about visual artworks produced or found in other African communities that reflect the natural and manmade environments in those areas in Africa
<b>Strand</b>	Visual Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<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>Learners sing songs and recite rhymes about work.</p> <p>Learners mention some visual artworks produced in Ghana.</p> 	<p>Learners are to study the artworks produced or found in other countries in Africa.</p> <p><b><u>NNENNA OKORE</u></b> Nnenna Okore is an international artist who was born in 1975 in Austria but her origin is Nigeria. Her largely abstract sculptures are inspired by textures, colors and forms within her immediate milieu. Okore's work frequently uses flotsam or discarded objects to create intricate sculpture and installation through repetitive and labor intensive techniques.</p> <p>Let learners talk about other visual artist they are familiar with.</p>	<p>Learners talk about what was interesting and made meaning to them in the lesson.</p> <p>Learners retell the history of Nnenna Okore in groups</p>
	<p>Call learners to recall some history facts about Nnenna Okore.</p> <p>Use series of questions to review their understanding in the previous lesson</p>	<p>Show pictures of his artworks to learners for them to generate their own ideas.</p>  <p>Assessment: learners to use ideas generated to create their own artworks</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Teacher moves round the classroom to monitor the progress of learners based on the task given them</p> <p>Learners display their artworks for appreciation</p>

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 95
<b>Learning Indicator(s)</b>	B3.1.9.1.1-3
<b>Performance Indicator</b>	Learners can recognize, ask and Answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’
<b>Strand</b>	Oral Language (Listening and Speaking)
<b>Sub strand</b>	Asking & Answering Questions
<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>
	<p>Lead learners to sing a song.</p> <p>Engage learners to play the crossword game</p> <p>Write a word on the board crossword-style. Invite each student to the board to create a new word stemming from the letters that are already available.</p>	<p>Write and show the question words on flashcards to learners.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words. “what”, “who”, “where”, “when”.</p> <p>Let learners form their own questions using the question words discussed.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Activate the previous knowledge of the learners by making them answer questions on the previous lesson.</p> <p>Engage learners to play games and sing songs to begin the lesson</p>	<p>Write and show the question words on flashcards to learners.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words. “what”, “who”, “where”, “when”.</p> <p>Let learners form their own questions using the question words discussed.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>
	<p>Flash letter cards to learners for them to make its sounds.</p> <p>Ask pupils to write some letters in the air as you mention them</p>	<p>Write the question words on flashcards.</p> <p>Lead learners to read the question words. Use the question words to form questions and lead learners to read.</p> <p>Use the flashcards to assist learners to recognize when to use question words.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p>

		<p>Write questions using the question words 'what', 'when and 'how' and 'why' on the board.</p> <p>Lead learners to read the questions. Let them read the questions in turns.</p> <p>Let learners form their own questions using the question word 'what', 'when and 'how' and 'why'.</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 34		
<b>Learning Indicator(s)</b>	B3.1.9.1.12:		
<b>Performance Indicator</b>	Learners can kick a stationary ball from the ground into the air to a stationary partner and a moving partner using the inside of the foot.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotive Skills		
<b>Teaching/ Learning Resources</b>	Pictures and Videos		
<b>Core Competencies:</b> Learners will develop personal skills and core competencies such as agility, concentration, coordination strength and balance			
<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>
	Take learners through general and specific warm ups.  Have learners to watch pictures and videos of the skill to be learnt.	After warm-ups, learners place balls in front about 2m away.  Learners demonstrate how to kick by stepping forward to kick the stationary ball into air to a partner at 10m apart using the inside of the foot.  Learners practice at their pace and give feedback.	Organize mini football game for learners.  End lesson with cool down