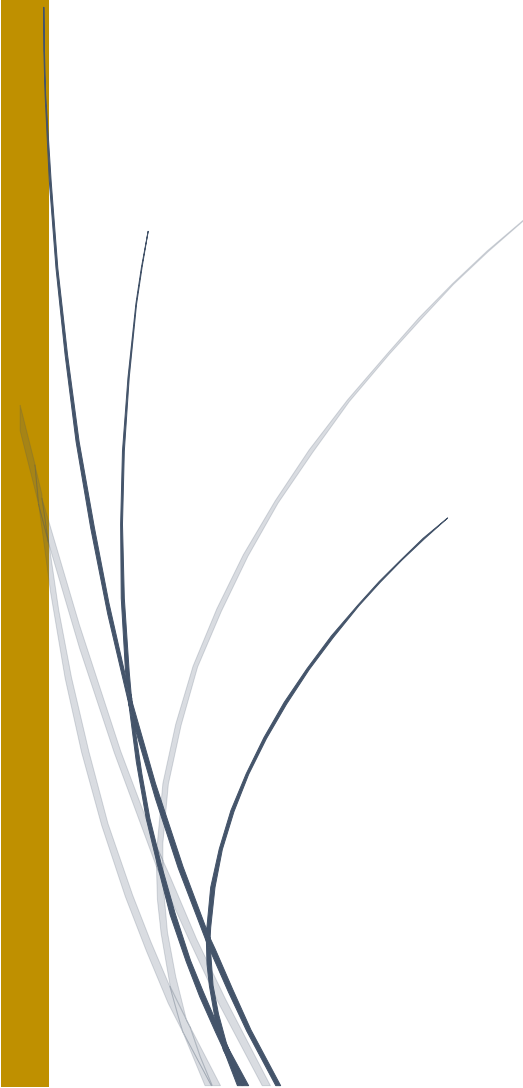


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**SAMPLE LESSON NOTES-WEEK 7**  
BASIC FIVE

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.  
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# SCHEME OF LEARNING- WEEK 7

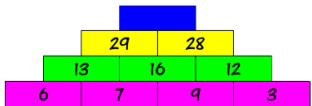
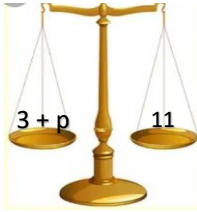
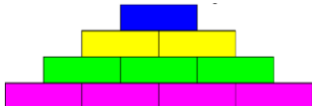
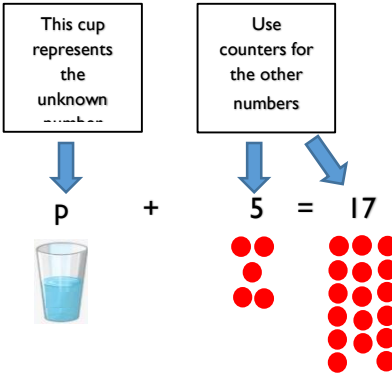
## BASIC FIVE

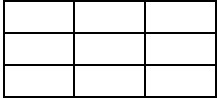
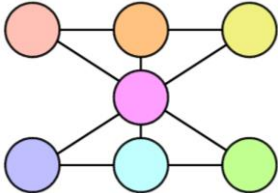
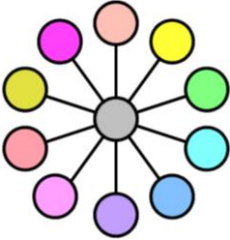
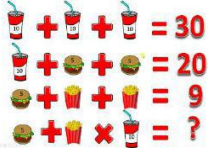

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.10.1.1-2 B5.2.7.3.1. B5.3.9.1.1. B5.4.14.1.1. B5.5.9.1.2. B5.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can use knowledge of prefixes and suffixes to read and interpret unfamiliar words.</p> <p>C. Learners can use modals to express a variety of meanings:</p> <p>D. Learners can write sentences to describe a process of doing something</p> <p>E. Learners can construct compound sentences correctly</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</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>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 style="text-align: center;"><b>A. ORAL LANGUAGE</b> (Presentation)</p> <p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech. E.g. Contraction: <i>i. Kofi cannot come today. ii. Kofi can't come today.</i> Ellipsis: A: <i>When will you come?</i> B: <i>Tomorrow</i></p> <p>Demonstrate simplicity of spoken language by giving short and simple speeches on a topic. E.g. Introduction of a chairman.</p> <p>Encourage learners to give short and simple speeches on chosen topics, e.g. My Favorite Meal.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><b>LITTLE TOMMY TITTLEMOUSE</b> Little tommy tittle mouse Lived in a little house, He caught fishes In other men's ditches.</p>	<p style="text-align: center;"><b>B. READING</b> (Comprehension)</p> <p>Revise affixes briefly and have learners identify them in words. e.g. mis – misunderstanding</p> <p>Have learners use words in their own sentences</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Wednesday	<p>Play games and recite rhymes that learners are familiar with to begin the lesson.</p>	<p style="text-align: center;"><b>C. GRAMMAR</b> (Modals)</p> <p><i>Auxiliary verbs are used before infinitives to add a different meaning. Examples are; can, could,</i></p>	<p>Provide sentences and let learners identify the modals used.</p> <p><i>i. Philip <u>can</u> run faster than matt</i></p>

	<p>Ask learners questions to review their understanding in the previous lesson.</p>	<p>would, should, ought to, will, shall, may, might and must  <b>Can and Could</b> (<i>could is past tense of can</i>)          We use <b>can</b> and <b>could</b> to say that someone is able to do something.          e.g. she <u>can</u> draw really good pictures          I run as fast as I <u>could</u></p> <p>We may also use <b>can</b> and <b>could</b> to say that someone is allowed to do something          e.g. Mom says you <u>can</u> come to our house.          Mom said I <u>could</u> have ice cream after dinner.</p> <p>Illicit the modals in speech and let learners practice as well. With examples, assist learners to use the modals in sentences to convey specific meanings</p>	<p>ii. <u>Can</u> you ride a bike?          iii. <u>Can</u> you help me with my homework?          iv. <u>Can</u> you tell me your age?          v. I <u>could</u> lean you my football</p>
Thursday	<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><b>D. WRITING</b>          (Informative Writing)          Use pictures showing the stages of how some dishes are prepared.</p> <p>Learners in groups observe the picture sequences and write words that give information on the activity.</p> <p>Each group presents its work for discussion.</p> <p>Let learners in groups choose a domestic activity they would want to give information on.</p> <p>(They should be able to compose expository pieces of between 90 and 120 words).</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Friday	<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 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><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>          (Using Simple and Complex Sentences)</p> <p>Review the use of coordinators in sentences.</p> <p>Learners write examples of sentences containing coordinators. Let them write sentences demonstrating their knowledge in subject and predicate.</p> <p>Learners in groups write a narrative exhibiting their knowledge of subject and predicate in compound sentences.</p> <p>Guide them to edit their work and encourage them to share the final products with the class.</p> <p><b>F. EXTENSIVE READING</b></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a three-paragraph summary of the book read</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.2.3.1.2-3
<b>Performance Indicator</b>	Learners can identify the unknown in a problem and create a problem for a given equation
<b>Strand</b>	Algebra
<b>Sub strand</b>	Variables And Equations
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square, patterns
<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	<p>Can you work out what number will be at the top of the pyramid?</p> 	<p>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: <math>3 + p = 11</math></p>  <p>With this example, we have to make both sides of the scale equal. Hence, 8 should be added to 3 to make 11. Therefore <math>p = 8</math></p> <p>Assessment: Have learners to practice with more examples</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>Can you make a pyramid with 100 at the top?</p> 	<p>Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. For example: <math>p + 5 = 17</math></p>  <p>Assessment: Have learners to practice with more examples.</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>

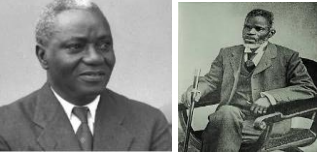
<p>Wednesday</p>	<p>Can you put the digits 1 to 9 in a square so that every row, column and diagonal add to 15?</p> 	<p>Guide learners to model the use of guesses to find the value of unknown numbers in equations.</p> <p>Learners by observing patterns in their results, become more systematic in the guesses they make.</p> <p>For example:</p> $\bigcirc + \bigcirc + \bigcirc = 30$ $\bigcirc + \triangle + \triangle = 20$ $\triangle + \square + \square = 13$ $\bigcirc + \triangle + \square = ?$ <p>Assessment: Draw more patterns for learners to practice with.</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>Thursday</p>	<p>Can you put the numbers 1 to 7 in each circle so that the total of every line is 12?</p> 	<p>Ask students to describe two different stories that the equation <math>5 + k = 9</math> could represent.</p> <p>First story: A book has 9 pages. Niko has 5 pages left to read. How many pages has he read?</p> <p>Second story: The sum of a number k and 5 is equal to 9. What is the number?</p> <p>Assessment: Give learners more equations for them make up more stories from them.</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>Friday</p>	<p>Can you put the digits 1 to 11 in the circles do that every line has the same total?</p> 	<p>Ask learners to solve puzzle in the figure, by solving the equations in each line.</p> <p>Example 1:</p>  <p>Example 2:</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>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.2.1.2		
<b>Performance Indicator</b>	Identify causes, symptoms and prevention of cholera		
<b>Strand</b>	Humans & The Environment		
<b>Sub strand</b>	Diseases		
<b>Teaching/ Learning Resources</b>	Pictures or charts on causes, symptoms and control of chicken pox		
<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>
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson.	Learners watch pictures and videos or images showing the causes, symptoms and prevention of cholera.  Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners.  Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment.	Ask learners questions to review their understanding of the lesson.  Give learners task to do whiles you go round to guide those who need help.
	Play games and recite rhymes that learners are familiar with to begin the lesson.  Ask learners questions to review their understanding in the previous lesson.	Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera.  Learners display the cardboard in the classroom.  Learners to design a poster for causes, prevention and symptoms of cholera	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.


<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 39		
<b>Learning Indicator(s)</b>	B5.4.2.2.1.		
<b>Performance Indicator</b>	Learners can explain and appreciate the importance of democratic governance		
<b>Strand</b>	Our Nation Ghana		
<b>Sub strand</b>	Authority & Power		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity			
<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 identify various persons and bodies who are responsible in governing their school e.g. head teacher, teachers, school prefects.</p> <p>Learners discuss the importance of good governance in their school.</p> <p>Learners in groups suggest ways in which school governance could be improved.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</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>Groups present their report in class.</p> <p>Class mock election Learners demonstrate how to elect a leader in a democratic way.</p> <p>Learners discuss why good governance is important for national development.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 5.2.1.1:		
<b>Performance Indicator</b>	Discuss the importance of being a responsible member of the family.		
<b>Strand</b>	The Family, Authority & Obedience		
<b>Sub strand</b>	Roles Relationship in the family & Character Formation		
<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 sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Assist learners to explain a responsible person in the family.</p> <p>Let learners describe attitudes and behaviors that show that a person is responsible.</p> <p>Ask learners to describe a responsible family member:</p> <ul style="list-style-type: none"> <li>- show commitment in family taking activities,</li> <li>- obedience to elders of the family,</li> <li>- respect for family members,</li> <li>- accepting responsibility (performing assigned duties),</li> <li>- taking initiatives,</li> <li>- helping needy relatives, etc.</li> </ul>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>



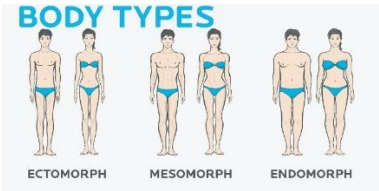
<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.1.4		
<b>Performance Indicator</b>	Examine sources of evidence about the role of Dr. Joseph Boakye Danquah in the Gold Coast Youth Conference		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	Early Protest Movement		
<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>Engage learners in the design challenge game.</p> <p>Give each learner a piece of paper to create something with the paper. Encourage learners to display their final art for appreciation and appraising.</p>	<p>Guide learners to talk about and describe the protest movements during the pre-colonial era. E.g. Gold Coast Youth Conference.</p> <p>The Gold Coast Youth Conference, founded by J.E Casely Harford and administered by J.B Danquah, from its inaugural meeting at Achimota college, 1930 led efforts in establishing and coordinating a tightly-knit intertribal alliance to assert our sovereignty; claim self-governance over our God-given land as one nation and free the oppressed and misgovernment from colonial rule.</p> <p>Let learners talk about what led to the formation of the protest movement.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>
	<p>Let learners share their opinions on the debate topic “technology has done more good than harm to education”</p>	<p>Learners to Identify the key leaders of the Gold Coast Youth Conference by pictures.</p>  <p>Let learners present a report on the lesson as a poster.</p>	<p>Ask learners to tell you what they have learnt.</p> <p>Let learners summarize the main points of the lesson.</p> <p>Give learners task to complete at home.</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>CREATIVE ARTS</b>
<b>Reference</b>	Creative Arts curriculum Page
<b>Learning Indicator(s)</b>	B5 1.4.6.3 B5 1.4.7.3
<b>Performance Indicator</b>	Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa.
<b>Strand</b>	Visual Arts
<b>Sub strand</b>	Appreciating and Appraising
<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>
	Engage learners to sing songs and play games to begin the lesson.	<p>Appreciating in art is the ability of people to look at a work of art and understand how the work was made.</p> <p>Explain to learners the guidelines and have them agree to it.</p> <ul style="list-style-type: none"> <li>➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i></li> <li>➤ The subject matter: <i>this stage talks about the meaning of the work.</i></li> <li>➤ Appraisal: <i>this stage talks of the use of the artwork.</i></li> <li>➤ Experience to share: <i>this stage talks about the design process</i></li> </ul>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt</p> <p>Learners to read and spell the key words on the board</p>
	Show pictures or videos to learners on the process of producing the artwork.	<p>Using the steps in appreciating and appraisal, guide learners to write a note on a previous artwork produced or performed in class.</p> <p>E.g. an artwork produced by Ibrahim Mahama</p>  <ul style="list-style-type: none"> <li>➤ Description of the work: <i>the artwork are made from old jute bags by stitching them together</i></li> <li>➤ The subject matter: <i>His art seeks to interpret the global movement of goods.</i></li> <li>➤ Appraisal: <i>it can be used for decoration.</i></li> <li>➤ Experience to share: <i>talk about how the artwork is done.</i></li> </ul>	<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>	Five		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.7.1.1-3		
<b>Performance Indicator</b>	Learners can create and write short poems.		
<b>Strand</b>	Composition Writing		
<b>Sub strand</b>	Literary Writing		
<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>
	Write words on th board and cover parts with a smiley for learners to guess the word  Have learners sing songs to begin the lesson	Write a simple short poem on a cardboard.  Discuss some features of a poem with learners.  Use flashcards with short poems on them to help learners compose their own short poems.	Ask learners questions to review their understanding of the lessson.  Give learners task to do whiles you go round to guide those who need help.
	Have learners play games and recite familiar rhymes to begin the lesson  Using questions and answers, review their understanding of the previous lesson	Show learners samples of prose and discuss some features of prose.  Ask learners to write a simple prose to be read in class.  Give an assignment of prose writing as a competition among learners.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.
	Draw or print pictures of vocabulary words with number on it and paste them on the classroom wall. Ask learners to make a list of them.	Allow learners to watch a simple play.  Discuss the play with learners and bring out its features.  Write out some of the features of a play on the board as a guide.  Ask learners to write a simple play of at least three characters, one of the plays may be dramatized in class and be discussed.	Ask learners to summarize what they have learnt.  Let learners say 5 words they remember from the lesson.

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>
<b>Reference</b>	PE curriculum Page
<b>Learning Indicator(s)</b>	B5.3.5.3.5
<b>Performance Indicator</b>	Identify the capabilities of the various body types.
<b>Strand</b>	Physical
<b>Sub strand</b>	Fitness Strategies
<b>Teaching/ Learning Resources</b>	Pictures and Videos
<b>Core Competencies:</b> Learners develop communication skills as speaking, listening, and acquisition of new concepts, principles, strategies	

<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 sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Learners to explore the main body types.</p> <p>There are three main body types: <i>Ectomorph, Endomorph and Mesomorph.</i></p> <p>Ectomorph: Learn and long with difficulty to build muscles</p> <p>Endomorph : Big, high body fats, round in shape and high tendency to store body fats</p> <p>Mesomorph: Muscular and well built, high metabolism and responsive muscle cell.</p> <p>Call learners or use pictures to demonstrate the main body types.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B5.7.1.1.1-2
<b>Performance Indicator</b>	Learners can Identify some major health hazards associated with the use of ICT tools' use.
<b>Strand</b>	Internet And Social Media
<b>Sub strand</b>	Electronic Mail
<b>Teaching/ Learning Resources</b>	Computer sets, modem and Pictures
<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 sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Guide the learners to discuss wrist pain and sitting posture (neck, back and waist pain).</p> <p>Guide learners in groups to discuss, identify and practice the proper sitting posture (i.e. sitting at 90 degrees, wrist should be supported with a wrist pad, take short breaks etc.) when using the computer.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>