



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



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## SCHEME OF LEARNING- WEEK 7

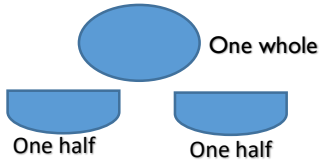


### BASIC TWO


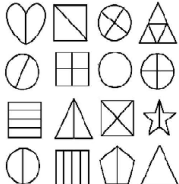
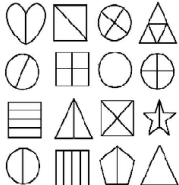
Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B2.1.7.1.1. B2.2.6.1.1. B2.4.7.1.1. B2.5.7.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can listen to and interact actively with drama</p> <p>B. Learners can read level-appropriate sight words and use them in meaningful sentences</p> <p>C. Learners can write or copy correct sentences from substitution tables</p> <p>D. Learners can identify prepositions in sentences to indicate days, dates and places</p> <p>E. Learners can read a variety of age and level-appropriate books and texts from print and non-print.</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 familiar rhymes</p> <p><b>LITTLE POLLY FLINDERS</b>                      Little Polly flinders                      Sat among the cinders                      Warming her pretty little toes!                      Her mother came and caught her,                      And whipped her little daughter,                      For spoiling her nice new clothes.</p>	<p><b>A. ORAL LANGUAGE</b> (Listening Comprehension Pg.43)</p> <p>Activate the previous knowledge of the learners by making them think pair and share with their friends.</p> <p>Discuss illustrations accompanying the text.</p> <p>Have them predict the content of the text. Teach key vocabulary.</p> <p>Read the text aloud to learners. Pause often and have learners talk about the content of the text and answer simple questions based on the text.</p> <p>Have learners retell the story. Let learners role-play the story.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>
Tuesday	<p>Engage learners to play “Get Out Of The Wagon” game.</p> <p>Three words are placed in a wagon/table. Example:</p>	<p><b>B. READING</b> (Vocabulary Pg.52)</p> <p>Introduce the selected sight words, one at a time, in context and write them on the board.</p>	<p>Paste sight words chart for learners to read and spell each word</p>

	<div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 2px;"> <span style="border: 1px solid black; padding: 2px;">cake</span> <span style="border: 1px solid black; padding: 2px;">rake</span> <span style="border: 1px solid black; padding: 2px;">king</span> </div> <p>The child determines which word doesn't rhyme and tells it to 'get out of the wagon'</p>	<p>Start from the basic words they already know.</p> <p>Assessment: Have learners repeat the words aloud a number of times.</p>	<table border="1" style="font-size: small; text-align: center;"> <tr><td>big</td><td>into</td><td>my</td><td>like</td><td>all</td><td>look</td></tr> <tr><td>into</td><td>here</td><td>little</td><td>she</td><td>into</td><td>like</td></tr> <tr><td>she</td><td>big</td><td>at</td><td>like</td><td>my</td><td>she</td></tr> <tr><td>at</td><td>all</td><td>look</td><td>here</td><td>little</td><td>at</td></tr> <tr><td>into</td><td>my</td><td>like</td><td>she</td><td>big</td><td>here</td></tr> <tr><td>look</td><td>here</td><td>little</td><td>into</td><td>all</td><td>like</td></tr> </table>	big	into	my	like	all	look	into	here	little	she	into	like	she	big	at	like	my	she	at	all	look	here	little	at	into	my	like	she	big	here	look	here	little	into	all	like
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<p>Wednesday</p>	<p>Have learners recite familiar rhymes.</p> <p><b><u>FIVE LITTLE DUCKS</u></b>  Five little ducks went out one day,  Over the hills and far away,  Mother duck said "Quack, quack, quack"  But only 4 little ducks came back.</p>	<p><b>C. WRITING</b>  <i>(controlled writing Pg.61)</i></p> <p>Have a simple 3-4 column substitution table on the board.</p> <table border="1" style="font-size: x-small; text-align: center;"> <tr><td>I</td><td>Sing</td><td rowspan="2">at</td><td>School</td></tr> <tr><td>We</td><td>Play</td><td>Home</td></tr> <tr><td>The boys</td><td>Read</td><td></td><td>The park</td></tr> </table> <p>Have learners identify the words that make up the table.</p> <p>With an example, let learners form sentences from the substitution table.</p> <p>Have learners read out their sentences and write down their sentences in their books.</p>	I	Sing	at	School	We	Play	Home	The boys	Read		The park	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>																									
I	Sing	at	School																																				
We	Play		Home																																				
The boys	Read		The park																																				
<p>Thursday</p>	<p>Teacher calls out different actions for learners to act. Student have to mimic the action continuously without breaking. After a while teacher speeds up the tempo. For example: jumping, stamping of feet, crazy dance, etc.</p>	<p><b>D. WRITING</b>  <b>CONVENTIONS &amp; GRAMMAR USAGE</b>  <i>(using prepositions Pg.66)</i></p> <p>Identify prepositions in sentences to indicate days, dates and places.</p> <p>Preposition of time allows you to discuss a specific time period such as a date on the calendar, one of the days of the week.</p> <p>Examples:  i. My birthday falls <u>in</u> January  ii. Birds often migrate <u>in</u> spring and autumn.  iii. Breakfast is a meal which is generally eaten <u>in</u> the morning.  iv. My brother John was born <u>on</u> September 3<sup>rd</sup>.  v. We always have a huge celebration <u>on</u> New Year's Eve</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson.</p> <p>Have learners to read and spell the key words on the board</p>																																				
<p>Friday</p>	<p>Have a variety of age and level-appropriate books for learners to make a choice.</p>	<p><b>C. EXTENSIVE READING</b></p> <p>Use the Author's chair to introduce the reading/ library time.</p>	<p>Call learners in turns to tell the whole class what they read.</p> <p>Let Learners draw parts of the story they read</p>																																				

	<p>Guide learners to select books.</p>	<p>Introduce narratives, pop-up and flip-the-page texts to learners.</p> <p>Introduce e-books to learners, if available.</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 50		
<b>Learning Indicator(s)</b>	B2.1.3.1.1		
<b>Performance Indicator</b>	Learners can understand the fraction one-half and one-quarter.		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Mathematics curriculum Page 50		
<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	Engage Learners to sing the song <u>WE CAN COUNT</u> We class two We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class two can count very well.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.  Display a whole apple for learners to observe.  Cut the full apple into two equal parts. Show to learners that the two halves make up the whole.    Have learners to further cut the one half into equal parts    Have learners to demonstrate with other objects to find the relationship between a whole, one half and one quarter	Review lesson with Learners by giving them task to solve in their workbooks.
Tuesday	Engage Learners to Play show me a number game with learners (up to 10), with fingers.  Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number	Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.    Have Learners to identify the odd color out, depicting one quarter of the whole.	Review lesson with Learners by giving them task to solve in their workbooks.

		<p>Have learners to explore with several pictorial representations to demonstrate one half and one quarter</p>	
Wednesday	<p>Engage learners to sing I'm counting one, what is one</p> <ul style="list-style-type: none"> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Saviour</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God</li> </ul>	<p>Use pictorial representations to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.</p>  <p>Have learners to identify the odd color out, depicting one quarter of the whole</p> <p>Have learners to explore with several pictorial representations to demonstrate one half and one quarter</p>	<p>Review lesson with Learners by giving them task to solve in their workbooks.</p>
Thursday		<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Have learners to make judgments on their groupings.</p> <p>Have learners to draw different representations to mean one fourths</p>	<p>Review lesson with Learners by giving them task to solve in their workbooks.</p>
Friday	<p>Engage Learners to Play show me a number game with learners (up to 10), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.</p>  <p>Have Learners to draw different representations to mean one fourths.</p>	<p>Review lesson with Learners by giving them task to solve in their workbooks.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 38		
<b>Learning Indicator(s)</b>	B2.1.2.3.1		
<b>Performance Indicator</b>	Describe a solid–solid mixture and explain how to separate the components		
<b>Strand</b>	Diversity of Matter		
<b>Sub strand</b>	Materials		
<b>Teaching/ Learning Resources</b>	sand, gari, saw dust, chalk, charcoal and cowpea		
<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>Learners watch a video and pictures on solid-solid mixtures.</p> <p>Provide learners with solid materials for them to observe, e.g. sand, gari, saw dust, chalk, charcoal and cowpea.</p> <p>Learners combine two materials at a time and observe what happens.</p> <p>Learners talk about the mixtures they have formed.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Ask learners questions to review their understanding in the previous lesson</p>	<p>Ask learners whether the products they have formed are the same as the individual materials. How will they call the material combinations they have formed?</p> <p>Assist learners to understand that when they mix two or more things together, they form a mixture and that no new thing forms even though the starting and ending substances may look different from each other.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 21		
<b>Learning Indicator(s)</b>	B2.1.4.1.1.		
<b>Performance Indicator</b>	Explain the need for obeying rules in the home and school		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	Home & School		
<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>
	Engage learners to sing songs and recite familiar rhymes  <u>MINGLE MINGLE</u> •Mingle mingle – mingle 2x Two mingle (2 come together) •Mingle mingle – mingle 2x Three mingle (3 come together) •Mingle mingle – mingle 2x four mingle (4 come together)	Invite learners in turns to talk about some of the rules observed in their homes and schools  Have learners to relate to some of the rules in the home and school  Learners work in groups to talk about rules in the home, school and community.	What have we learnt today?  The need for obeying rules in the home and school  Learners to summarize the important points in the lesson
	Engage learners to sing songs and recite familiar rhymes  <u>JOHNNY JOHNNY</u> Johnny, Johnny, yes papa Eating sugar, yes papa Telling lies, no papa Open your mouth ha! Ha! Ha!	Revise with learners on the previous lesson through questions and answers  Share roles and have Learners role play scenarios on obeying rules in the home, school and community.  Learners compose rhymes on obeying rules in the home and school.	What have we learnt today?  The need for obeying rules in the home and school  Learners to summarize the important points in the lesson



<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 8		
<b>Learning Indicator(s)</b>	B2. 1.2.1.2:		
<b>Performance Indicator</b>	Learners can demonstrate human activities that destroy God's creation or the environment		
<b>Strand</b>	God's creation and Attributes		
<b>Sub strand</b>	The Environment		
<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>Paste pictures on the board.</p>  <p>Have learners to talk about the pictures</p>	<p>Guide learners to talk about activities that destroy the environment: indiscriminate cutting down of trees, illegal mining activities (galamsey), pollution of water bodies, etc.</p> <p>Let learners know that all these activities lead to climate change – heat, floods, rainstorms, less rainfall pattern, drought, famine, etc.</p> <p>Let learners draw and color various aspects of the environment: - safe environment, - unsafe environment, etc.</p> <p>Let learners talk about the desired environment.</p> <p>Group learners to record data on human activities that destroy the environment and present to class for discussion.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 10		
<b>Learning Indicator(s)</b>	B2.2.1.1.1		
<b>Performance Indicator</b>	Identify the ethnic groups in each region in Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	The People of Ghana		
<b>Teaching/ Learning Resources</b>	A map of Ghana tracing the migration route of the ethnic groups		
<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>Revise with learners on the sixteen administrative regions and their capitals in Ghana.</p> <p>Call learners randomly for them to tell the regions they were born.</p> <p>Base on learners responses to introduce the Mole Dagbani ethnic group.</p> <p>Find out from learners the language, cloths and food by the Mole Dagbanis.</p> <p>With the Aid of a Ghana map, guide learners to locate the regions that make up the Mole Dagbani ethnic group.</p> <p>Show pictures or video on some practices of the Mole Dagbani ethnic group.</p> <p>Discuss the Mole Dagbani Ethnic group with learners.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</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>Have learners form a circle and stand at the center with a ball. All you have to do is to name a region and pass the ball to the student.</p> <p>Let them toss it to another as they also mention any of the sixteen region. If they repeat a region or cannot say any more words, they sit down. The last man standing wins!</p> <p>Ask learners to mention some of the foods they eat at home.</p> <p>Elaborate on learners responses and introduce the Guan ethnic group.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and put it in their pockets and learn it on their way home.</p>

		<p>Paste a chart of pictures on the board depicting the dressing, foods and people of the Guan ethnic group.</p> <p>Have learners to talk about the pictures and relate to them.</p> <p>Guide learners to discuss the Guan ethnic group.</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.4.6.1 B2.1.4.7.1		
<b>Performance Indicator</b>	Agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts about own and others' displayed artworks.		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Appreciating and Appraising (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools		
<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>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>
	<p>Engage learners to sing songs and play games to get them ready for lesson.</p> <p>Use questions and answers to review learners understanding in the previous lesson</p>	<p>Learners are to display selected works that reflect the history and culture of the people of Ghana.</p> <p>Talk about the works dispassionately using the developed guidelines.</p> <p>Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.</p> <p>Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).</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>	Two		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 77		
<b>Learning Indicator(s)</b>	B2.3.1.1.1-3		
<b>Performance Indicator</b>	Learners can write letters clearly and boldly.		
<b>Strand</b>	Writing		
<b>Sub strand</b>	Penmanship & Handwriting		
<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>
	Engage learners to play the “ <b>Find your word</b> ” game Choose 5-6 letters that the learners know and make 5-10 cards with each sound on. Give each child a card and ask them to remember the sounds and hide it. They walk around the classroom making that sound and find other children saying the same sound. They form groups of the same sound and make four words beginning with that sound.	Write the letters of the alphabet boldly on the board.  Lead learners to say the letters of the alphabet aloud.  Call learners individually to say the letters of the alphabet aloud.  Assist learners to write letters boldly and clearly.  Display letter cards on the teachers table. Using a sand tray, call out learners in turns to pick letter cards and write it.	What have we learnt today?  Writing letters clearly and boldly.  Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know.  <u>ALPHABET</u> Now I know my 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.	Lead learners to say the letters of the alphabet aloud.  Call learners individually to say the letters of the alphabet aloud.  Write short words boldly on the board.  Lead learners to mention the words aloud. Call learners individually to mention the words.  Assist learners to write the words boldly and clearly	What have we learnt today?  Writing words clearly and boldly  Review the lesson with learners.
	Have learners to sing songs and recite familiar rhymes they know.  <u>ALPHABET</u> Now I know my 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.	Write simple sentences boldly on the board.  Lead learners to read the sentences.  Assist learners to write the sentences boldly and clearly.	What have we learnt today?  Copying simple sentences clearly and boldly.  Review the lesson with learners.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	Physical Education curriculum Page 23		
<b>Learning Indicator(s)</b>	B2.2.2.1:		
<b>Performance Indicator</b>	Explain open spaces		
<b>Strand</b>	Movement Concepts, Principles And Strategies		
<b>Sub strand</b>	Space Awareness		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Learners can develop personal and communication skills as speaking and listening			
<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 recite familiar rhymes in relation to the lesson	<p>Revise with learners on General Space.</p> <p><i>General space is the space within a bounded area that a person can move through using any means of locomotion.</i></p> <p>Caution learners to keep their eyes up watching to avoid others. Look for and move to “open space”, thus where others are not.</p> <p>Engage Learners in a short activity to demonstrate open space by moving to free space within the demarcated working area.</p> <p>From their personal space, ask them to move (<i>jog, run at varied speed</i>) to open space within the working boundaries.</p>	<p>Use questions to review their understanding of the lesson</p> <p>Ask learners to summarize what they have learnt.</p>