Emphasise to learners the importance of washing their hands before and after a certain activity to improve the hygiene.

Assessment

You may place a tick (√) on the correct choice and count the number of ticks. You may engage in a remediation exercise if you see the need for learners to be corrected on their choices.

WATER SAFETY

7. SWIM WHERE IT IS SAFE TO DO SO

LEARNING PROGRAMME: LITERACY
HL LO1: LISTENING
The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
AS2: Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.
HL LO3: READING AND VIEWING
The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
AS 4: Starts recognising and making meaning of letters and words: recognises and reads high frequency words such as own name and print in the environment such as 'STOP.'

ACTIVITY
Learners will be able to:
- Spot the difference between two pictures.

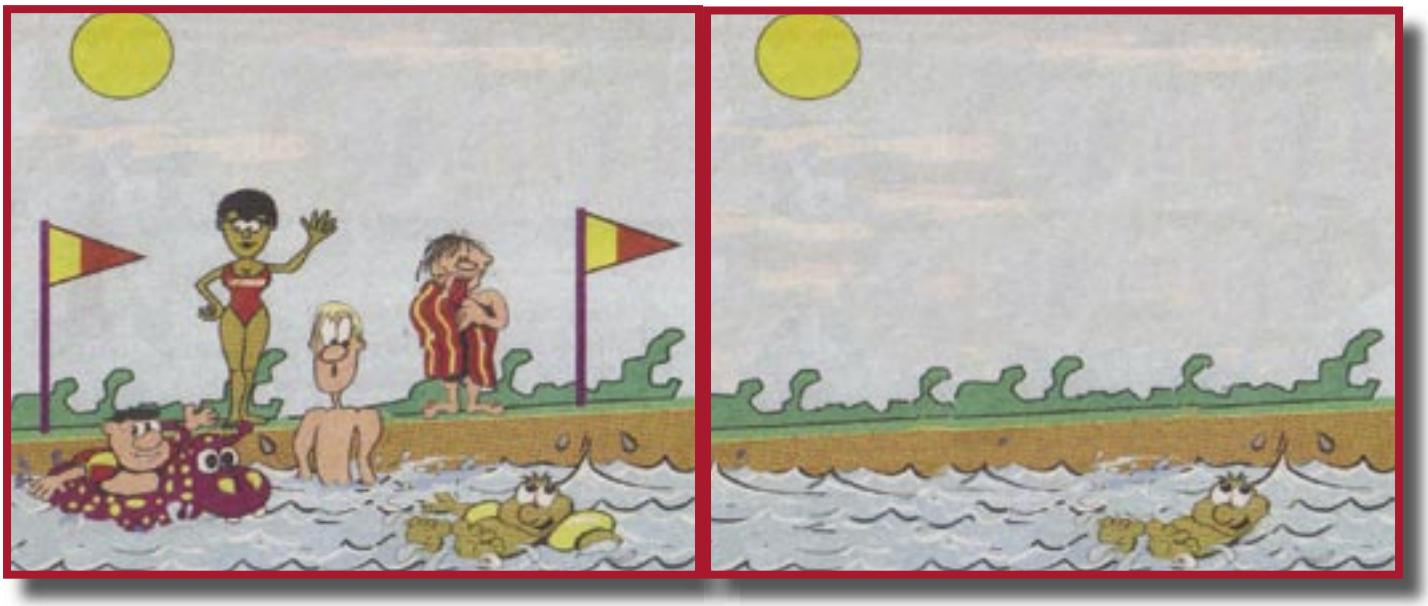
BACKGROUND INFORMATION
Being aware of signs around us is a beginning step to reading and writing. Many learners say they don't know how to read and yet are able to "read" many shop logos and information signs.

Likewise understanding signs will enable learners to be alert about certain dangers of swimming in the place where they are not supposed to swim in. Learning to swim and recognizing signs placed in river, lakes, and dams is the first steps to safety in and around water.

PREPARATION FOR THIS ACTIVITY:
Ensure that you gather the following things before hand:
- pictures of learners swimming
- pencils
- papers
- water safety poster

ACTIVITY 7A: Play it safe by the water

Look carefully at the following (pictures A and B) and circle 5 differences in relation to water safety.



Picture A	Picture B
Opposite of B	• No lifeguard.
	• Kid swimming alone.
	• Kid swimming without life buoy.
	• No flags showing the perimeter where kids should swim.
	• No old person in the dam or pool.

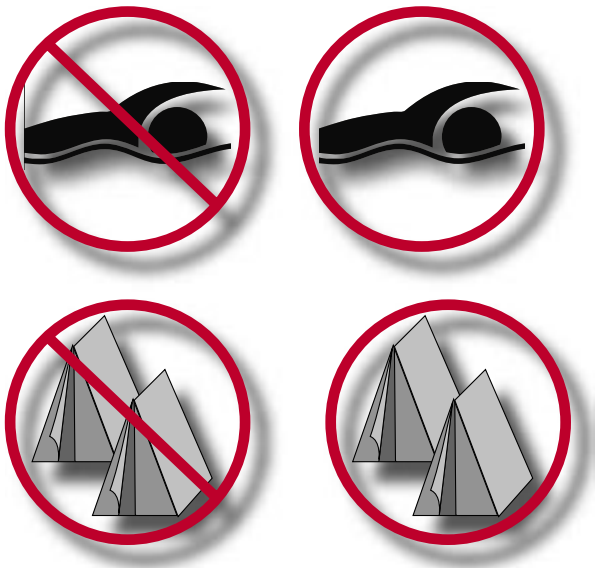
ACTIVITY 7B: Safety tips for swimming

- Ask learners to recite a poem on safety tips to swimming.

1. Swim where there is a lifeguard.
2. Never swim alone- swim in the company of an adult.
3. Always use lifebuoy when swimming.
4. Only swim where there are Flags indicating the perimeter.
5. Always swim in the company of other people.
6. Always float feet first down a river

ACTIVITY 7C: Water safety signs

The following are the signs that sends a message around water. Learners need to study them carefully and place a sticker on the signs that represent the following



You may encourage learners to design their own stickers and colour them if there are no ready made stickers.

Assessment

Ask the learners the following questions.
- What do these signs tell you?
- Where have you seen these signs?
- Why do we use these signs?

You may also assess learner's ability to:
- Spot the difference between two pictures.
- Read the water safety signs.

FORESTRY

FORESTRY

8. TREES ARE IMPORTANT

LEARNING PROGRAMME: LITERACY
HL: LO1 LISTENING
The Learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
AS1: Listens attentively to questions, instructions and announcement, and responds appropriately.
AS3: Listens with enjoyment to oral text (simple songs, rhymes, short poems and stories), and shows understanding.
HL: LO4: WRITING
The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
AS1: Experiments with writing: talks about own drawing and 'writing.'

ACTIVITY
Learners will be able to:

- Listen to the story and respond appropriately to the questions asked.

YOU WILL NEED:
Pencil/ crayons

ACTIVITY 8A

Read the following story to the learners.

Where would we be without trees? Trees truly are our friends, generously giving us many things that we take for granted. In our school grounds, parks, gardens and along our streets, trees give us shade from the hot sun and shelter from wind and rain. Many bear fruit that people and animals can eat. Everyday trees and other plants give us clean air to breathe. Look closely at a tree and you will find a whole community of animals and other plants living in it. Even after they are chopped down, trees continue
to give: the wood to make our school benches and pencils, the paper this book is written on and even some fabrics that we wear are all gifts from the tree. No wonder every year we set aside a special day to celebrate and give thanks for trees!
Not all plants are our friends. There are plants that are our friends, but there are those that are our enemies, because they invade the area where our true friends grow. These plants are not originally from this country, they come from other countries. They compete with the other trees for space, water and food. Some of our plants die because of this and would not give us all the things we have mentioned. Those plants are called Alien Invasive Plants. These plants must be removed, people are not allowed to grow or plant them.

ACTIVITY 8B

- Ask the learners to colour in the following picture

ACTIVITY 8C

- Ask the learners to mention all the things they can see in the picture.

Enrichment activity

You may like to engage learners in the following activities that would enrich their knowledge about trees:

- Ask learners to point out the roots, the stems, the leaves and flowers of the tree.
- What are the roles of the trees in our lives?

Relate Invasive Alien Plants to the learners' experience.

NB: For example, ask learners how many are they at home? (Expected answer: 5 or 7 etc.)
Ask them what could happen if their cousins would stay with them for a period of six months? Highlight to them the implications in terms of: Overcrowding, Financial implications etc.
Explain to them that, this is what is happening with AIP's. They compete with the other trees for space, water and food.

Questions

- Why are invasive plants on enemies?
- What must we do to protect our plants from Invasive Alien Plants?

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