

**THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

ZANZIBAR INSTITUTE OF EDUCATION

SYLLABUS FOR PRIMARY EDUCATION

CREATIVE ARTS AND SPORTS

STANDARD I – III

2022

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PREFACE

The Creative Art and Sport syllabus for Standard I-III of 2022 derived from the great change in education that conducted by the Ministry of Education and Vocational Training Zanzibar, (MoEVT) through curriculum review in 2019. Development of this syllabus incorporated a number of stakeholders from different institutions. This syllabus describes the topics that can be taught in standard I-III.

In general, the syllabus adheres to the requirements of education as cited from the Zanzibar Education Policy which is described from the ZEDP II of 2017/2022 in relation to the 21st century skills. The Ministry of education ensured that the syllabus reflects the community needs and recommendations, findings of different literatures including the previous curriculum framework (2009), and the documents from other countries that use the competence-based approach to ensure that the pupils acquire the required skills and are examined accordingly.

To ensure that all children have equal access to quality education this syllabus will be used in all Zanzibar schools including government, private and community schools. I wish to convey the Ministry's sincere gratitude to each and every person that contributed to the development of this Creative Art and Sport syllabus for standard I-III pupils; Zanzibar Institute of Education (ZIE) Advisory Board; the technical team, and other curriculum developers including the retired staffs as they worked in hand during the development and improvement of the document.

I hope this syllabus will be used by teachers and other implementers working in different levels including preprimary and primary levels in order to improve the education level in Zanzibar.

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Grateful thanks go to the officers of different levels from MoEVT who offered their time and contributed their opinions in developing this Syllabus. Additionally, ZIE thanks all teachers, parents, and students for participating in this work.

Also, ZIE would like to take this opportunity to thank various institutes for permitting their workers to work together with this institution including, The State University of Zanzibar, Madrasa Early Childhood Programme Zanzibar (MECP- Z), Stone Town Authority, Zanzibar Anti-Corruption and Economic Crimes Authority (ZAECA), Commission of Substances Drugs, Inclusive Education and Life Skills Unit, Mnazi Mmoja Hospital and the Grand Mufti's Office of Zanzibar, The Office of Educational Chief Inspection, Zanzibar Education Council, Zanzibar Muslim College, The State University of Zanzibar, Abdulrahman Al-Sumait, Department of Pre-primary and Primary Education, Department of Secondary Education, Association for Private Schools (ZAPS), and other institutes for working hand in hand to complete the given task.

Finally, ZIE would like to extend its sincere gratitude to the Revolutionary Government of Zanzibar and other Development Partners especially Global Partnership for Education (GPE) for its technical and financial contribution to the completion of this task.

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INTRODUCTION

This Creative Arts and Sports syllabus of 2022 for Standard One has been prepared to meet the basic needs at the primary education level in Zanzibar. It is derived from the 2009 Curriculum which was reviewed in 2019. This introduction clarifies the Philosophy of Education in Zanzibar, the goals and objectives of the Primary Education in Zanzibar, the reasons for conducting the Primary Education Curriculum Review, The Importance of Writing a Creative Arts and Sports Subject Syllabus followed by the list of the general outcomes expected to be achieved by the target learners. This introduction also indicates the Scope and Sequence together with the clarification of the Syllabi Table Components. The Syllabus also includes the selection of learning topics, the general learning outcomes for each class as well as the syllabus matrix.

1.1 Zanzibar Philosophy of Education

The Curriculum Framework for Pre-primary and Primary Education is inline with Zanzibar's philosophy of education, values and principles of its education system.

The philosophy of education in Zanzibar is the same as that of the United Republic of Tanzania which aims at the provision of Education for Self-reliance. This philosophy is featured by self independence, confidence, progressiveness, possession of life skills, valuing equality, entrepreneurship, inventiveness, inquisitiveness, creativity, and the ability to assess/ evaluate/ reflect and analyse.

1.2 The Overall Goals of Education in Zanzibar

The following are the overall goals of education in Zanzibar:-

1. To promote and sustain the best cultural values, attitudes and customs of the people of Zanzibar/Tanzania for the purpose of enhancing unity and cultural identity.
2. To promote the acquisition of all forms of knowledge, skills and attitude that will fully enhance the people's individual and societal wellbeing.
3. To enable every citizen to understand and respect the principles of the Zanzibar and Tanzania Constitutions, Human Rights as well as civil rights, obligations and responsibilities.
4. To promote and enhance the proper use, management and conservation of the environment.

5. To instill appreciation and respect of civil service and self- employed work, as well as observing accountability, discipline and quality performance at work.
6. To inculcate the attitude towards adhering to the principles and practices of tolerance, peace, love, justice, human rights and fundamental freedoms, national unity and international cooperation as enshrined in the international basic charters.

1.3 General Objectives of Primary Education

The general objectives of Primary Education in Zanzibar are as follows:

1. To enable all children of school going- age develop and sustain strong foundations of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.
2. To enable learners understand the application of science and technology and recognize its contribution to national and international development.
3. To lay, develop and sustain in learners' strong foundations of thinking skills and inquisitiveness in order to understand their environment and social relationships.
4. To enable the learners, understand how past events influence the present as well as the future.
5. To discover learner's talents from their early age in order to sustain and develop them.
6. To lay strong foundations of skills of observation, thinking and co-operation in solving problems which hinder their personal development and the development of their society.
7. To prepare learners for joining secondary education.
8. To enable the learners, develop mental abilities and interest in continuous search for knowledge.
9. To familiarize learners with productive vocational activities and promote their readiness to fulfil their social responsibilities.
10. To enable learners, recognize and uphold national unity as well as the cooperation between their nation and people of other nations.
11. To enable the learners, develop acceptable moral, cultural and ideological values in order to promote patriotism and understanding of their country's historical, political and social situations.
12. To develop and sustain learners' self – discipline, observance of gender

equality and maintenance of personal and other peoples' health.

13. To enable the learners, develop habits of smartness, cleanliness and proper use of their leisure time.
14. To promote learners' love for their environment and interest in environmental conservation.

1.4 Reasons for the Reviewing of Primary Education Curriculum

In 2019, the Revolutionary Government of Zanzibar reviewed the curriculum of Pre-Primary and Primary education. The aim was to make it relevant to the development of Science and Technology, labour market competition and global economic changes, as stated in various Government documents, including Zanzibar Policy of Education. The policy focuses on enhancing the quality and structure of education so as to have good link starting from Pre Primary, Primary, to Secondary, in order to suit peoples' expectations within the society. Among the proposed changes is to have seven (7) years of primary education instead of six (6) years that was being practiced before.

1.5 The Importance of Learning the Creative Arts and Sports Subject

In the review conducted in 2019, it was found that the subject of Creative Arts and Sports did not exist, but its content was as a topic in Vocational Training and Sports subjects. Due to the needs of the community, it has been seen that it is good that the subject of Creative Arts and Sports can be independent from Standard I - VII. This is because, this subject helps the student to build knowledge, skills and a positive attitude to enable him/her to play and design activities that will enable him/her to be independent. Also, the subject helps the student to strengthen his/her health by implementing entrepreneurial skills, to be able to protect him/herself from communicable and non- communicable diseases. Moreover, this subject helps the student in developing Zanzibar traditions and customs.

1.6 General Learning Outcomes of Learning the Creative Arts and Sports Subject

After studying the Creative Arts and Sports subject in primary schools, the student will demonstrate the skills of: -

1. Appreciate and perform social and productive vocational activities
2. Appreciate aesthetical aspects in the environment and express themselves creatively through a range of artistic activities.
3. Engage in a range of physical and creative activities to exercise their mind and body.

4. Observe issues carefully, think critically and cooperate with other people in solving problem, protect themselves against sexual violence and exploitation

2.0 STRUCTURE OF THE SYLLABUS

This syllabus consists of two main sections: the preliminary pages and the teaching and learning tables/matrix.

2.1 Preliminary Matters

This section consists of the introduction of syllabus, Zanzibar Philosophy of Education, goals and objectives of Zanzibar Primary Education, reasons for reviewing Creative Arts and Sports Syllabus and importance of learning Creative Arts and Sports. Also, there is the general learning outcomes of Creative Arts and Sports for Standards I-III. Other aspects are: explanations on items from the syllabus matrix as well as the scope and sequence of the topics therein.

2.2 Teaching and Learning Tables/ Matrix

This section shows the learning procedures clarified in the three tables which carries the content of learning from Standard I-III. Each table starts with the list of general learning outcomes for the specific class. After the general learning outcomes, follows the table of matrix with six columns with topics, specific learning outcomes, learning techniques, learning resources, assessment, and number of periods for each subtopic. The following are explanations for each item from the teaching and learning tables/matrix.

2.2.1 Topics

The topics focus on the scope of teaching and learning of particular topic.

2.2.2 Specific Learning Outcomes

Each Subtopic shows specific learning outcomes. Those learning outcomes describe knowledge, skills, and attitude that each learner is supposed to learn from the subtopic. Specific learning outcomes are used in assessment that demonstrates indicators in the competence. Normally, in the learning process pupils begin to show some indicators while he/she is in the classroom. So each learner is supposed to attain the mentioned specific learning outcomes.

2.2.3 Learning Techniques

This column consists of interactive learning techniques to be used in learning the topics in this subject. The learning techniques are question and answers, brainstorming, games, songs, gallery walk, demonstration, role play and practical work. These are proposed methods that seemed to motivate students' participation in learning activities. The teacher is advised to use other interactive techniques which might be appropriate according to their teaching environment.

2.2.4 Learning Resources

Learning resources relate to learning techniques, specific learning outcomes, subtopic, and the requirements of each subtopic. However, the listed resources are the proposed samples, the teacher is advised to be creative in improvising resources from real environment or low cost. Also, teacher should cooperate with the learners to create and design learning resources by using low cost available in their environment.

2.2.5 Assessment

In this column, assessment techniques and tools are suggested to assess if the learners achieve the intended specific learning outcomes of the targeted topic. Assessment should be done daily, weekly, monthly, at the end of the term, and year. Teacher is insisted to assess each learner's progress using various techniques. Those techniques are such as self-assessment, observation, portfolio, checklist, question and answers and exercises. While using those techniques, it is better for a teacher to focus on the proposed techniques and tools of assessment addressed in the syllabus and consider needs of every pupil.

2.2.6 Periods

This column shows the estimated number of periods for teaching a given topic. They are calculated on the basis of the number of days in the academic year (210) divided by the number of teaching days per week and multiplied by the number of periods per week. The total number of periods is divided by the number of sub-topics in the syllabus to get the average number of periods per sub- topic. However, the teacher may slightly adjust the estimated number of periods for a given topic or sub-topic depending on the needs of his/her class.

The Creative Arts and Sports subject has been allocated five (5) periods per week for standard I-III. From Monday to Thursday, during the morning session, the duration of each period shall be 40 minutes. It shall be 35 minutes in the afternoon session. On Fridays the duration of each period shall be 30 minutes only. The school management is required to compensate the learning time lost due to excuses.

2.3 Scope and Sequence

The topics are organized according to the intellectual, spiritual, physical and sensitive development of the pupils, the ability to learn and the importance of the subject in the economic activities of their community as well as the interdependence of the topics involved. In addition, topics of cross-cutting issues have been considered, in particular, entrepreneurship and assertive life skills have been included.

The teacher is advised to teach these topics based on the learning environment and in a suitable way. The arrangement of topics in the Syllabus is as shown in the following table:

SEQUENCES OF THE TOPICS PER CLASS				
SN		STANDARD I	STANDARD II	STANDARD III
	TOPICS			
1.	DRAWING ART	√	√	
2.	ART CRAFT	√	√	√
3.	DECORATIVE ART			√
4.	FIRST AID IN SPORTS	√	√	√
5.	GYMNASTICS	√	√	√
6.	INSTRUCTIONS IN SPORTS	√	√	
7.	MINOR SPORTS	√	√	√
8.	SWIMMING	√	√	
9.	RULES OF SPORT			√
10.	AGRICULTURE			√
11.	RESCUE IN WA- TER			√
	GENERAL	07	07	08

STANDARD I

STANDARD I

General Learning Outcomes for Standard One

In learning the subject of Creative Arts and Sports subject for standard one, the pupil should demonstrate the ability to:

1. Use skills in drawing and crafting various objects based on modern methods.
2. Practice light flexible exercises, strengthening muscles and providing first aids service accurately.
3. Create items using materials found in his/her environment.
4. Swim in different activities properly.
5. Play traditional and non-traditional minor games.
6. Follow instructions, rules, and regulations in different sports

STANDARD I

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. DRAWING ART 1.1 Designing letters and numbers	The pupil should demonstrate the ability to: i. Identify the materials used in drawing. ii. Analyse groups of letters and numbers in drawing. iii. Follow the steps of drawing letters and numbers. iv. Prepare letter and number shapes.	● Discovery ● Think Pair Share ● Gallery walk ● Discussion ● Jigsaw ● Observation ● Puzzle ● Demonstration ● ICT presentation	● Pencils, ruler, colors, papers, rubbers ● Manila, boxes ● Pieces of wood ● Scissors, glue ● Table ● Video showing letters and numbers designing ● Projector ● Television ● DVD ● Computer ● Model of stencils ● Voice recorder	● Observation ● Project ● Peer assessment ● Instant questions ● Checklist	16
1.2 Drawing pictures of household items	The pupil should demonstrate the ability to: i. Identify household items.	● Songs ● Brainstorming ● Observation ● ICT presentation ● Discussion ● Gallery walk	● Pencils, colors, dusters, rubbers ● Manila, boxes, paper ● Pieces of wood	● Project ● Self-assessment ● Discussion ● Peer assessment	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Follow the steps to draw household items. iii. Draw pictures of household items.	● Free drawing ● Demonstration ● Games	● Video showing drawing of home objects ● Projector ● DVD ● Television ● Computer ● Models of home objects ● Voice recorder	● Portfolio	
2. ART CRAFT 2.1 Household items (Cup, plate, spoon, trowel, dish, jug, chair, bucket, wooden ladle).	The pupil should demonstrate the ability to: i. Explain the steps to create household items. ii. Create household items. iii. Explain the protection of home objects.	● Songs ● Games ● Observation ● Gallery walks ● Think Pair Share ● Discussion ● Discovery ● Demonstration ● Study tour ● ICT presentation	● Paper, buoy, boxes, clay, leaves ● Sticks ● Water, glue, wheat flour ● Sandpaper ● Old shoes ● Coconut skulls ● Gallons, bottles, ropes, ● Hammer, nails ● Video that show making of home objects ● Projector ● DVD ● Television	● Project ● Discussion ● Instant questions ● Checklist	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
2.2 School items (Blackboard, table, chair, duster, dustbin, cupboard).	Pupil should demonstrate the ability to: i. Identify school items. ii. Explain the steps to create school items. iii. Create school items. iv. Explain the maintenance of school items.	● Brainstorming ● Games ● Stories ● Observation ● Puzzle ● Demonstration ● Think Pair Share ● Gallery walk ● Boasting ● ICT presentation	● Computer ● Voice Recorder ● Clay, leaves, boxes, papers ● Sticks ● Water, glue ● Old shoes ● Sandpaper, pieces of wood. ● Gallons, ● Projectors, DVDs ● Television ● Computer ● Abacus ● Groves ● Paw paw stalk leaves ● Banana tree ● Concorb ● Video that show making of school objects. ● Black color ● Voice recorder ● A4 Frame	● Question and answers ● Project ● Checklist ● Peer assessment ● Selfie	16
3. FIRST AID IN SPORTS	The pupil should demonstrate the ability to:	● Observation ● Case study ● Guest speaker	● Journals ● Video showing accidents in sports	● Discussion ● Likert scale ● Portfolio	10

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
3.1 Accidents in sports	i. Explain the concept of a first aid in sports. ii. Explain the concept of accidents in sports. iii. Elaborate the sources of accidents in sports. iv. Explain the preventive measures to avoid accidents.	● Study tour ● Think Pair Share ● Discussion ● Demonstration ● Concept map ● Gallery walk ● ICT presentation ● Role play	● Projector ● DVD ● Television ● Computer ● Voice recorder	● Observation	
3.2 First aid kit in sports	The pupil should demonstrate the ability to: i. Explain the concept of a first aid kit. ii. Analyse the advantages of the first aid kit. iii. Make a first aid kit.	● Brainstorming ● Games ● Stories ● Observation ● Puzzle ● Demonstration ● Think Pair Share ● Gallery walk ● Boasting ● Concept map ● ICT presentation	● Projector ● DVD ● Television ● Computer ● Video that show making of first aid kit ● Rubber ropes ● Boxes, buckets ● Journals ● First aid kit	● Questions and answers ● Project ● Self-assessment ● Circle in circle out ● Selfie	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
4. GYMNASTICS 4.1 Physical exercises (Walking, jogging, jumping).	The pupil should demonstrate the ability to: i. Identify physical exercises. ii. Follow the steps of physical exercises. iii. Practice physical exercises.	● Case study ● Guest speaker ● Study tour ● Think Pair Share ● Discussion ● Demonstration ● Concept map ● Gallery walk ● Games ● ICT presentation	● Cones ● Video showing physical exercises ● Projector ● DVD ● Television ● Computer ● Ropes ● Sports shoes ● Whistle ● Flags ● Tape ● Stop watch ● Voice recorder	● Instant Question ● Checklist ● Peer assessment ● Observation ● Discussion ● Discovery	10
4.2 Light gymnastics (Postures, high jump, long jump).	The pupil should demonstrate the ability to: i. Elaborate the types of light gymnastics. ii. Follow the steps of light gymnastics. iii. Practice light gymnastics.	● Observation ● Case study ● Guest speaker ● Study tour ● Think Pair Share ● Discussion ● Demonstration ● Stories ● Concept map ● Gallery walk ● Games ● ICT presentation.	● Exercise mat ● Whistle, boxes, balls, cones, car and bicycle tyres, ● Exercise boards ● Projector ● DVD ● Television ● Computer ● Video showing simple gymnastics ● Voice recorder	● Instant question ● Checklist ● Peer assessment ● Observation ● Discussion ● Discovery ● Response cards	15

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5. INSTRUCTIONS IN SPORTS 5.1 Whistle in sports	The pupil should demonstrate the ability to: i. Explain the concept of whistle in sports. ii. Elaborate the uses of whistle in sports. iii. Use whistle in sports.	● Demonstration ● Gallery walk ● Exercises ● Guest speaker ● Games ● Think Pair Share	● Whistle ● Pictures of whistles ● Voice Recorder	● Question and answers ● Discussion ● Three-minute pause ● Circle in circle out ● Observation	10
5.2 Sign languages in sports	The pupil should demonstrate the ability to: i. Identify signs used in sports. ii. Elaborate the uses of signs in sports. iii. Use sign languages in sports	● Games ● Study tour ● Demonstration ● Discussion ● Guest speaker ● ICT presentation	● Video showing the signs used in sports ● Projector ● DVD ● Television ● Computer ● Flags ● Whistle ● Pictures showing sign language in sports ● Voice recorder	● Observation ● Likert scale ● Checklist	10

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5.3 Rules of children minor games (Potato races, three-legged races, “saka mke wangu” and draft).	The pupil should demonstrate the ability to: i. Identify minor games. ii. Elaborate the rules of minor games. iii. Apply the rules of minor games in playing.	● Games ● Demonstration ● Discussion ● Jigsaw ● Boasting ● Discovery ● Guest speaker	● Potatoes ● Buckets ● Stones ● Incan coconut container ● Rope ● Whistles ● Ribbons ● Sticks ● Wooden comb ● Chairs ● Oil ● Pieces of wood ● Balls ● Voice recorder ● Chalks	● Discussion ● Instant questions ● Checklist ● Observation ● Portfolio	15
6. MINOR GAMES 6.1 Traditional minor games, (“Mdako”, draft, “kinyuri”, “kinyuki” “kipenyepeny	The pupil should demonstrate the ability to: i. Identify traditional minor games. ii. Explain the advantages of traditional minor games.	● Games ● Demonstration ● Discussion ● Guest speaker ● Concept map ● Brainstorming	● Charts of traditional games ● Pebbles ● Playing board ● Chalks ● Notebook, pen ● Voice recorder	● Thumb up thumb down ● Instant question ● Peer assessment	14

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
” “majani ya mdimu”).	iii. Differentiate techniques in playing traditional minor games.				
6.2 Nontraditional minor games. (Square dice, cards, round dice, keram, drafts).	The pupil should demonstrate the ability to: i. Identify non-traditional minor games. ii. Explain the advantages of non-traditional minor games. iii. Differentiate techniques in playing non-traditional minor games.	● Games ● Discussion ● Study tour ● Brainstorming	● Square dice ● Cards ● Round dice ● Keram ● Dice ● Drafts ● Notebook, pen ● Voice recorder	● Instant questions ● Discussion ● Likert scale ● Observation ● Self-assessment	12
7. SWIMMING 7.1 The concept of swimming	The pupil should demonstrate the ability to:	● Think Pair Share ● Games ● Gallery walk ● Discussion ● ICT presentation	● Swimming glasses. ● Swimming gear/outfits ● Swimming shoes ● Projector ● DVD	● Discussion ● Three-minute pause ● Observation ● Portfolio	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify the equipment used in swimming. ii. Discuss the advantages of swimming. iii. Elaborate the rules to consider when swimming.		● Television ● Computer ● Swimming buoy ● Inner rubber car ● Video showing swimming equipment ● Voice recorder		
7.2 Swimming activities	The pupil should demonstrate the ability to: i. Identify steps of swimming. ii. Follow the swimming steps. iii. Elaborate the advantages of following swimming steps.	● Games ● Study tour ● Discussion ● Demonstration ● Guest speaker ● Observation	● Swimming glasses ● Swimming gear/outfits ● Swimming shoes ● Video showing swimming activities ● Swimming buoy ● Inner rubber car ● Voice recorder	● Likert scale ● Checklist ● Discussion ● Peer assessment ● Circle in circle out	18

STANDARD II

STANDARD II

General Learning Outcomes for the standard two

In learning the subject of Creative, Arts and Sports for the Standard Two, the pupil should demonstrate the ability to:

1. Use the skills of drawing, pottering and designing various things by considering modern methods.
2. Use first aid delivery methods for those who are bruised and brazed.
3. Do minor exercises, gymnastics for the strength of various sports skills.
4. Listen to and carefully follow the rules and regulations set in the sports.
5. Play minor games with and without songs to maintain culture.
6. Use equipment/tools in swimming different styles.

STANDARD II

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. DRAWING ART 1.1. Drawing of school object	The pupil should demonstrate the ability to: i. Clarify drawing materials. ii. Follow the steps of drawing pictures of school items. iii. Draw pictures of school items.	● Discovery ● Think Pair Share ● Gallery walk ● Discussion ● ICT presentation ● Jigsaw ● Demonstration	● Pencil ● Rulers ● Manila ● Colours ● Boxes ● Erasers ● Scissors ● Sharpeners ● Glue ● Papers ● Projector ● DVD ● Television ● Computer ● Video showing drawing of school objects ● Voice Recorder	● Peer assessment ● Selfie ● Observation ● Portfolio ● Reflection card	10
1.2. Drawing of domestic animals	The pupil should demonstrate the ability to:	● Discovery ● Think Pair Share ● Gallery walk ● Discussion ● ICT presentation ● Jigsaw ● Puzzle	● Pencil ● Rulers ● Manila ● Colours ● Boxes ● Erasers ● Sharpeners	● Thumb up thumb down ● Circle in circle out ● Self-assessment ● Peer assessment	12

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify materials used for drawing domestic animals. ii. Follow the steps of drawing domestic animals. iii. Draw pictures of domestic animals.	● Demonstration	● Scissors ● Glue ● Papers ● Projector ● DVD ● Television ● Computer ● Video showing drawing of domestic animals. ● Voice recorder	● Portfolio	
2. ART CRAFT 2.1 Pottery for household items (Pots, clay lid, bowls, mugs, clay incense burner, jugs and vases).	The pupil should demonstrate the ability to: i. Explain the steps of pottery. ii. Follow the procedures for pottering household items. iii. Pottering household items.	● Demonstration ● Games ● Songs ● Gallery walk ● Observation ● Guest speaker ● ICT presentation ● Study tour	● Clay ● Water ● Hardboards ● Colours ● Boxes ● Piece of woods ● Papers ● Plastics ● Projector ● DVD ● Television ● Computer ● Home pottery video ● Cements ● Sand	● Instant questions ● Discussion ● Observation of chain thought. ● Selfie ● Project	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iv. Storing pottery items.		● Mason's towel ● Source of fire		
2.2 Wind blowing objects that are thrown by using the wind (Kites, parachutes, balloon and soap bubbles, wind whistle).	The pupil should demonstrate the ability to: i. Clarify by wind blowing objects. ii. Make wind blowing objects. iii. Use objects that are blown by the wind.	● Songs ● Observation ● Project ● Gallery walk ● ICT presentation	● Papers ● Coconut tree leaves sticks. ● Sticks ● Coconut leaves ● Glues ● Razors ● Knives ● Rubber bands ● String ● Colours ● Thread ● Needles ● DVDs ● Hard Plastics ● Water ● Soap ● Pawpaw stalk leaves ● Coconut shell	● Likert scale ● Selfie ● Question and answers ● Peer assessment ● Portfolio	14

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
2.3 Means of transports (Boats, ships, cars, bicycles, vespa, motorcycles, planes, oxcarts, canoes).	The pupil should demonstrate the ability to: i. Identify different means of transports. ii. Draw different means of transport. iii. Create models of different means of transports.	● Observation ● Project ● Gallery walk ● Study tour ● Guest speaker ● Think Pair Share	● Papers ● Coconut trees ● petiole ● Banana fibbers ● Sticks ● Glue ● Razors ● Rubber bands ● Rope ● Colours ● Thread ● Needles ● Sleepers ● Videos of different transports. ● Wood ● Buoys ● Small nails ● Hammer	● Observation ● Selfie ● Project ● Question and answers ● Checklist	14
3. FIRST AIDS IN SPORTS 3.1 Blood clotting	The pupil should demonstrate the ability to: i. Identify the sources of blood clotting.	● Discovery ● Think Pair Share ● Demonstration ● Role play ● ICT presentation ● Guest speaker ● Practical activities	● Clean water ● Cloths ● Dettol ● Medicine ● Bandage ● Soap ● Lemon ● Spirit	● Observation ● Checklist ● Circle in circle outside ● Discussion ● Instant questions	15

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Explain the symptoms of blood clotting. iii. Provide first aid to a blood clot person.		● Gloves ● Cassava leaves ● Pea leaves ● Video of person given First aid with grazes. ● Projector ● DVD ● Television ● Computer ● Cotton		
3.2 Bruising	The pupil should demonstrate the ability to: i. Identify sources of bruising. ii. Explain the symptoms of a bruised person. iii. Provide first aid to a bruised person.	● Case study ● Discovery ● Think Pair Share ● Demonstration ● Role play ● ICT presentation ● Guest speaker	● Ice ● Cold water ● Clean cloth ● Chart with symptoms of bruise ● Video showing first aid to bruised person. ● Projector ● DVD ● Television ● Computer	● Observation ● Discovery ● Likert scale ● Discussion ● Portfolio ● Reflection card	15

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
4. GYMNASTICS 4.1 Physical exercises (Skipping rope, jumping with huddle, walking with coconut shells).	The pupil should demonstrate the ability to: i. Identify the equipment used in the physical exercise. ii. Explain the advantages of physical exercise using equipment. iii. Practice physical exercises using equipment.	● Study tour ● Demonstration ● Games ● Discussion ● Guest speaker ● ICT presentation ● Think Pair Share	● Ropes ● Piece of wood ● Tyres ● Cones ● Whistles ● Thin poles ● Coconut shells ● Computer ● Video showing physical exercises ● DVD ● Television	● Discovery ● Likert scale ● Checklist ● Self-assessment ● Observation	10
4.2 Light gymnastics (Rolling, tumbling, jumping)	The pupil should demonstrate the ability to: i. Explain the concept of light gymnastics.	● Guest speaker ● Demonstration ● ICT presentation ● Games ● Exercises ● Discussion ● Study tour	● Rope ● Piece of wood ● Tyres ● Cones ● Whistles ● Thin poles ● Coconut shells ● Sports mats	● Concept Map ● Likert scale ● Checklist ● Discussion ● Question and answers	15

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Follow the steps of light gymnastics. iii. Practice light gymnastics by following the steps.		● Video of simple gymnastics ● Projector ● DVD ● Television ● Computer		
5. RULES OF SPORTS 5.1 The major rules of sports	The pupil should demonstrate the ability to: i. Identify the major sports rules. ii. Differentiate the rules and regulations of sports. iii. Use the major rules in sport.	● Discussion ● Guest speaker ● Games ● Study tour ● Demonstration ● Think Pair Share ● Gallery walk	● Flags ● Cones ● Whistles ● Rules cards ● Balls ● Pictures showing sports rules ● Uniforms ● Nets ● Stop watch ● Sand ● Voice recorder	● Thumb up ● Thumb down ● Checklist ● Observation of chain thought. ● Question and answers	14

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5.2 Rules of the formalized Traditional Sports (“Nage”, mancala board and tug of war).	The pupil should demonstrate the ability to: i. Identify the formalized traditional sports. ii. Clarify the rules of formalized traditional sports. iii. Use the rules to play formalized traditional sports.	● Discussion ● Guest speaker ● Games ● Study tour ● Demonstration ● Think Pair Share	● Tokens /small stones ● Mancala board ● Ropes ● Whistles ● Mets ● Sand ● Bottles ● Balls ● Coins	● Discussion ● Likert scale ● Observation ● Peer assessment ● Portfolio	15
6. MINOR GAMES 6.1 Minor games with songs (“Yai bovu”, “kinyuki”, “kula mbakishie baba”, “by show”, “pato pato”, “watoto mnara”, “ukuti”).	The pupil should demonstrate the ability to: i. Clarify minor games with songs. ii. Differentiate minor games with songs. iii. Follow the procedures of	● Songs ● Demonstration ● Discussion ● Games ● Guest speaker ● Observation	● Balls ● Chart showing ● Minor sports. ● Sand ● Comb ● Hair oil ● Mets ● Chairs ● Stool	● Likert scale ● Discussion ● Checklist ● Observation of chain thought	14

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	playing Minor games with songs.				
6.2 Minor games without songs (“Mdako”, “nage”, “mancala board”, “dama”, dominos and cards).	The pupil should demonstrate the ability to: i. Clarify minor games without songs. ii. Differentiate minor games without songs. iii. Follow the procedures to play minor games without using songs.	● Demonstration ● Discussion ● Games ● Stories ● Guest speaker ● Observation ● Gallery walks	● Pebbles ● Chalk ● Play cards. ● Balls ● bottles ● sand ● Dice ● Mancala board ● Flat stones	● Discussion ● Likert scale ● Peer assessment ● Reflection cards	12
7. SWIMMING 7.1 Swimming styles	The pupil should demonstrate the ability to: i. Identify types of swimming styles.	● Discussion ● Guest speaker ● ICT presentation ● Games ● Study tour ● Demonstration	● Buoys ● Sport shoes ● Photos of swimming styles ● Swimming suits ● Video showing swimming styles	● Instant questions ● Likert scale ● Checklist ● Portfolio	18

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Follow the steps of swimming using styles. iii. Use styles in swimming properly.		● Projector ● DVD ● Television ● Computer		
7.2 Swimming by using equipment.	The pupil should demonstrate the ability to: i. Identify swimming equipment. ii. Explain the advantages of swimming by using equipment. iii. Elaborate swimming precautions when using equipment. iv. Swim by using equipment.	● Discussion ● Guest speaker ● ICT presentation ● Games ● Study tour ● Demonstration	● Buoys ● Swimming shoes ● Photos of swimming equipment ● Video of swimming equipment ● Swimming suits ● Balls ● Projector ● DVD ● Television ● Computer	● Observation ● Discussion ● Checklist ● Instant questions	16

STANDARD III

STANDARD III

General Learning Outcomes for the standard three

In learning the subject of Creative, Arts and Sports for the standard three, the pupil should demonstrate the ability to:

1. Use the skills of decoration, plaiting, embroidery and sewing of various things by following modern methods.
2. Acquire skills in preparation of horticulture and animal keeping.
3. Give first aid to the shocked up and twisted bowel.
4. Do simple exercises, gymnastics for the strengthening of various sports skills.
5. Follow the rules and regulations in football and hoops sport.
6. Play minor games with and without tools.
7. Explain the methods and use of water rescue tools.

STANDARD III

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
1. DECORATIVE ART 1.1 Arranging of the areas (Sitting room, kitchen, bedroom).	The pupil should demonstrate the ability to: i. Identify the home areas that need to be arranged. ii. Follow the steps to arrange items at home areas. iii. Arrange items in the home areas by using the steps.	● Songs ● Observation ● Project ● Gallery walk ● ICT presentation ● Question and answers ● Boasting ● Discussion	● Papers ● Fabrics ● Clothes ● Boxes ● Real objects ● Models of real objects ● Video of home decoration ● Projector ● DVD ● Television ● Computer	● Selfie ● Peer assessment ● Checklist ● Question and answers	10
1.2 Home decoration (Sitting room, kitchen, bedroom).	The pupil should demonstrate the ability to: i. Differentiate decorations according to home areas.	● Competition ● Observation ● Project ● Gallery walk ● Study tour ● Think Pair Share ● Guest speaker	● Papers ● Flowers ● Fabrics ● Rugs ● Colours ● Video of home decoration ● Projector	● Observation ● Discussion ● Self-Assessment ● Selfie ● Likert scale	10

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Create home decorations. iii. Use decorations to decorate the home areas.	● ICT presentation	● DVD ● Television ● Computer ● Models of real Objects ● Curtains		
2. ART CRAFT 2.1 Drawing of objects in the surrounding environment.	The pupil should demonstrate the ability to: i. Clarify objects in the surrounding environment. ii. Follow the steps in drawing objects in the surrounding environment. iii. Draw pictures of objects in the surrounding environment.	● Demonstration ● Games ● Discovery ● Gallery walk ● Project	● Pencils ● Erasers ● Rulers ● Colours ● Papers ● Manila ● Piece of clothes ● Charts of animal ● Tree charts ● Building charts ● Calendar ● Journals ● Poster of animals, trees and buildings	● Likert scale ● Peer assessment ● Self-assessment ● Question and answers ● Selfie	16
2.2 Plaiting	The pupil should demonstrate the ability to:	● Demonstration ● Games ● Study tour	● Combs ● Hair oil ● Piece of clothes	● Discussion ● Peer assessment ● Checklist	16

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Explain the concept of plaiting. ii. Discuss hair styles. iii. Plait hair using various styles.	● Think Pair Share ● Role play ● Guest speaker	● Hair band ● Chairs ● Stools ● Banana stalk ● Plaiting leaves	● Selfie ● Portfolio	
2.3 Knitting	The pupil should demonstrate the ability to: i. Discuss things to consider in knitting. ii. Follow the steps of knitting. iii. Knit using hand needle.	● Discussion ● Games ● Demonstration ● Study tour ● Gallery walk ● Guest speaker ● ICT presentation	● Piece of clothes ● Shoes ● Thread ● Scissors ● Hand needle ● Pictures of hand needlework. ● Razors ● Torn cloth ● DVD ● Projector ● Television ● Computer	● Discussion ● Peer assessment ● Self-assessment ● Selfie ● Checklist	10
3. AGRICULTURE	The pupil should demonstrate the ability to:	● Think Pair Share ● Discovery ● Jigsaw	● Birds ● Birdcage ● husbandry	● Project ● Observation ● Question and answers	10

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
3.1 Animal keeping (Birds, fish, goats).	i. Clarify the tools used for animal keeping. ii. Elaborate the factors to consider in animal keeping. iii. Use methods in animal keeping.	● Observation ● Demonstration ● Project ● ICT presentation	● Charts of domestic animals. ● Grains ● Insects ● Leaves ● Strings ● Fish ● Aquarium ● Biscuits ● Models of real objects ● Video of husbandry ● Projector ● DVD ● Television ● Computer ● Birdcage ● Water	● Portfolio ● Selfie	
3.2 Nursery Preparation	The pupil should demonstrate the ability to:	● Think Pair Share ● Discovery ● Jigsaw ● Observation	● Gallons ● Soil ● Fertilizer ● Seeds ● Water	● Selfie ● Project ● Discussion ● Question and answers	06

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	i. Identify the things needed in the preparation of nursery. ii. Follow the steps of preparing nursery. iii. Prepare nursery.	● Demonstration ● Project ● Discussion ● Role play ● Gallery walk ● ICT presentation	● Hoes ● Rakes ● Small poles ● Ropes ● Knives ● Water canes ● Video of nursery preparation. ● Projector ● DVD ● Television ● Computer ● Plastic water pipe	● Observation	

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
3.3 Horticulture	The pupil should demonstrate the ability to: i. Discuss the steps of preparing horticulture. ii. Explain the advantages of horticulture. iii. Grow vegetables.	● Think Pair Share ● Discovery ● Jigsaw ● Observation ● Demonstration ● Project ● Discussion ● Role Play ● ICT presentation	● Gallon ● Soil ● Fertilizer ● Seedlings ● Water ● Hoes ● Small poles ● Ropes ● Knives ● Video of vegetables ● Projector ● DVD ● Television ● Computer	● Observation ● Project ● Question and answers ● Selfie	10
4. FIRST AID IN SPORTS 4.1 Joint shock	The pupil should demonstrate the ability to: i. Identify the sources of joints shock.	● Brain teaser ● Games ● Observation ● Demonstration ● Guest speaker ● Case study ● ICT presentation	● Ice ● Cold water ● Bandage ● Cloth ● Pins ● Pain medication ● Gloves ● Projector	● Likert scale ● Instant questions ● Checklist ● Self-assessment ● Observation	13

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Describe the symptoms of a joint shock. iii. Provide first aid to a person with joint shock.		● Television ● Computer ● DVD		
4.2 Sprained joint	The pupil demonstrate ability to: i. Identify sources of sprained joint. ii. Describe the symptoms of sprained joint. iii. Provide first aid for the one with sprained joint.	● Brain teaser ● Games ● Stories ● Observation ● Demonstration ● Practices ● Think Pair Share ● Gallery Walk ● ICT presentation	● Ice ● Bandages ● Cotton ● Cloth ● Eggs ● Dolls ● Pain relievers ● Chart of steps of first aid ● Gloves ● Projector ● DVD ● Computer ● Television ● Wheat flour	● Observation ● Likert scale ● Self-assessment ● Question and answers	13

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
5. GYMNASTICS 5.1 Physical exercises (Walking, running).	The pupil should demonstrate the ability to: i. Differentiate between rhythmic and non-rhythmic physical exercises. ii. Practice physical exercises without rhythm. iii. Practice physical exercises with rhythm.	● Demonstration ● Guest speaker ● Songs ● Discussion ● ICT presentation	● Drums ● Projector ● DVD ● Computer ● Television ● Radio ● Speaker	● Checklist ● Likert scale ● Peer assessment ● Self-assessment	12
5.2 Light gymnastics (Balancing, jumps, leaping and short distance jumps).	The pupil should demonstrate the ability to: i. Differentiate light gymnastics. ii. Follow the light steps gymnastics. iii. Practice light gymnastics.	● ICT presentation ● Demonstration ● Games ● Exercises ● Guest speaker ● Observation	● Ropes ● Sticks ● Video of simple gymnastics ● Projector ● DVD ● Television ● Computer ● Tyres ● Tables	● Discussion ● Likert scale ● Self-assessment ● Question and answers ● Checklist	12

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
6. SPORTS RULES 6.1 Football	The pupil should demonstrate the ability to: - Explain the football rules. - Elaborate football techniques. - Play football according to the rules.	- Games - Observation - Demonstration - Think Pair Share - Guest speaker - Study tour - Competitions - Brainstorming - Learning corners - Question and answers	- Boards - Whistle - Red card - Yellow card - Charts of football rules - Stop watch - Balls - Linesman flag. - Sand - Colours/lime powder - Football cards - Voice recorder	- Observation - Checklist - Discussion - Peer assessment	13
6.2 Netball	The pupil should demonstrate the ability to: - Explain the netball rules. - Elaborate the netball techniques.	- Games - Observation - Demonstration - Think Pair Share - Guest speaker - Study tour - ICT presentation	- Whistle - Charts with netball rules - Balls - Video of netball - Projector - DVD - Television - Computer	- Observation - Likert scale - Reflection card - Discussion - Portfolio	13

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	iii. Play netball according to the rules.		Voice recorder		
7. MINOR GAMES 7.1 Minor games with equipment (Puzzle board, tug of war).	The pupil should demonstrate the ability to: i. Explain minor games with equipment. ii. Follow the steps to play minor games with equipment. iii. Use equipment to play minor games.	- Games - Observation - Demonstration - Think Pair Share - Guest speaker - Study tour - Gallery walks	- Whistle - Stop watch - Cones - Uniforms - Rope - Puzzle board - Balls - Tables - Nets - Clothes - Voice recorder	- Checklist - Peer assessment - Self-assessment - Question and answers	10
7.2 Minor games without equipment (Race).	The pupil should demonstrate the ability to: i. Identify minor games without equipment.	- Games - Observation - Demonstration - Think Pair Share - Guest speaker - Study tour	- Chart with minor games without tools. - Whistle - Rose ribbon/Finish line ribbon	- Likert scale - Self-assessment - Instant questions	10

TOPICS	SPECIFIC LEARNING OUTCOMES	LEARNING TECHNIQUES	LEARNING RESOURCES	ASSESSMENT	PERIODS
	ii. Discuss the benefits of minor games without equipment. iii. Use procedures in playing minor games without equipment.				
8. WATER RESCUE 8.1 Water rescue equipment.	The pupil should demonstrate the ability to: i. Identify equipment of water rescue. ii. Explain the methods of handling water rescue equipment. iii. Elaborate techniques of using water rescue equipment.	● Games ● Observation ● Think Pair Share ● Guest speaker ● Study tour ● ICT presentation	● Life buoy ● Rescue belt ● Rope ● Whistle ● Lifebuoy ● Rigid life raft ● Inflatable life raft ● Life boat ● Life suit ● Parachute flare ● Hand flare ● Buoyant smoke signal ● DVD ● Projector	● Likert scale ● Discussion ● Brainstorming ● Question and answers	10