

PlusOne

Physical Education and Arts

Teacher's Guide



ECD **B**



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PlusOne

Physical Education and Arts

ECD B

Teacher's Guide



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Topic 1

Safety and health

Hazardous objects around the play centre

Unit objectives

By the end of this lesson, learners should be able to:

- a name at least two hazardous objects available.
- b name at least one item in the play centre.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 1.
- Heritage Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Razor blades
- Broken glasses
- Swings
- Sandbox
- Chart/pictures showing children in the play centre surrounded by dangerous objects.
- Crayons

Facilitator's notes

- Start with an energetic rhyme about stopping or listening. Use a strong rhythm to reinforce the safety rule: "Stop! Look! Don't touch!"
- Display a picture showing common play centre hazards: broken swing rope, rusty nail, broken glass/sharp stones, exposed wire. Ask: "What is wrong in this picture?" Explain simply: A hazardous object is anything that can hurt or cut us while we play.
- Point to each hazard in the picture. Have the children take turns loudly naming the object ("Broken glass!"). Practice the immediate response: "I see it, I STOP, I TELL."

- Ask the learners to stand. Give them a simple task (like moving blocks). Instruct them to practice playing together by demonstrating sharing a toy and taking turns quickly. Emphasise: gentle hands and gentle feet.
- Explain simply what bad behaviour is: pushing, shouting, grabbing, or not sharing. Ask: “How does it feel when someone pushes you?” (Sad/Sore). Remember to remind them that kindness makes everyone safe and happy while playing.
- Provide the drawing of children playing safely and kindly at the play centre (or a picture of the discussed hazards). Have them use colours to reinforce the positive actions or to clearly mark the danger area (if colouring hazards).
- Remind learners that walking is for the classroom and running is only for the safe, open play area.

Safety rules with self and others (attire for exercising)

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the children are doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 2.
- Heritage Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor play equipment
- Sports attire
- Chart/ pictures of children exercising.
- Crayons

Facilitator's notes

- Sing songs focused on safety rules (walking, not pushing) and proper clothes (songs about shoes or shorts). Encourage them to mime safe actions while singing.
- or slow?” “What part of their body is doing the most work?” Guide them to recognise that they are exercising to make their bodies strong.
- Divide the class into small groups. Focus on the picture of the jogging children. Ask: “Why don’t we wear heavy boots or long skirts when we run?” Explain the need for light, cool clothes (shorts, T-shirts) and closed shoes (takkies/sneakers) to keep them safe and comfortable while moving.

- Provide the drawing of the children jogging in appropriate attire. Use this as a calm-down activity. Encourage them to use bright, cheerful colours for the clothes, reinforcing the positive feeling of exercise.
- Explain simply why exercise is important: (a). Makes your heart happy (it beats strongly). (b). Makes your muscles strong so you can run and play all day. (c). Helps you sleep well at night. Emphasise that exercise is fun and necessary!
- Have the children check their own shoes (if they are takkies) and say, “My shoes are safe for running!”
- Always look before you run, so you do not bump a friend.

Caring for the environment

Unit objectives

By the end of this lesson, learners should be able to:

- a** sweep the classroom and its surroundings well.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 3.
- Heritage Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Brooms
- Classroom environment
- Plastic bins
- Big outdoor plastic / metal bins
- Chart showing learners cleaning their school.
- Crayons

Facilitator’s notes

- Start with a lively song about keeping the area tidy, picking up litter, or sweeping. Encourage simple actions like clapping and swaying to the rhythm.
- Display the picture showing girls cleaning (sweeping, picking up paper). Ask them: “What are the girls doing?” Guide them to name the actions: sweeping, collecting, and working together. Explain that a clean place is a healthy place.

- Divide the class into small, safe teams. Provide pretend brooms and waste containers. Guide them to mime the cleaning actions: sweeping motions, bending to pick up litter, and walking carefully to the bin. Emphasise cooperation (working side-by-side).
- Provide the drawing of the girls cleaning. Use this as a calm-down activity. Encourage them to use light, bright colours for the clean areas and remind them that the picture shows a happy, healthy environment.
- Emphasise the rule: Never pick up sharp or hot objects (like broken glass) without an adult. Only pick up paper and leaves.

Exercising regularly to maintain strength and body coordination

Unit objectives

By the end of this lesson, learners should be able to:

- a** state the activity happening in the picture.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 4.
- Heritage Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Track
- Sports attire.
- Skipping ropes.
- Bluetooth speaker
- Smartphones
- Video player
- Videos showing children exercising
- Crayons

Facilitator's notes

- Start with an active song that requires the children to move all their major body parts (marching, jumping, stretching). This warms up their bodies and prepares them for exercise.

- Ask the children to demonstrate: “Show me running” (fast, big steps) and “Show me jogging” (slower, light, easy steps). Emphasise the difference: Running is fast; Jogging is slow and steady.
- Explain simply: Exercise is moving our bodies to make them strong and healthy. Give examples: *Playing soccer, dancing, skipping, and chasing*. Explain that jogging and running are types of exercise.
- Pair the learners. Ask them to talk to their partner about “Why do we need to run?” Guide the discussion toward making our hearts happy, making our muscles strong, and having energy to play all day.
- Provide a drawing of children jogging or running happily outside. Use this as a calm-down activity. Encourage them to use bright colours to reflect the energy and fun of exercising.
- Practise the rule: Always look where you are going when jogging or running so you do not bump into friends.

Healthy food

Unit objectives

By the end of this lesson, learners should be able to:

- a** state the various types of food.
- b** name at least two healthy foods.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 5.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bananas
- Apples
- Potatoes
- Leafy vegetables
- Carrots
- Rice
- Meat
- Chart/pictures showing different healthy foods.

Facilitator's notes

- Start with a simple, catchy rhyme about favourite local fruits (mango, banana, orange). Encourage them to mime peeling and eating the fruit while chanting the rhyme.
- Display pictures of various foods. Guide them to name healthy foods like *sadza*, *vegetables*, *beans*, and *fruits*. Ask them: “Which foods make your body feel strong?”
- Show pictures or use real examples of 2-3 common local healthy foods currently available (for example, maize, sweet potatoes, oranges). Have them point to and name the food.
- Explain the three simple advantages of eating healthy food: (a) It makes you Strong (so you can lift things). (b) It makes you Fast (so you can run and play). (c) It keeps you Healthy (so you don't get sick easily).
- After discussing the advantages, have the children stand and “flex their strong muscles” (arms up) and do “fast feet” on the spot to feel the benefit of being healthy.

Unhealthy food

Unit objectives

By the end of this lesson, learners should be able to:

- a** name at least two unhealthy foods.
- b** paste the ice cream and chips from the sticker page.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 6.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Biscuits
- Potatoes
- Sweets
- Corn snacks
- Chips
- Cakes
- Ice cream
- Pizza
- Chart / pictures of unhealthy food.

Facilitator's notes

- Display clear pictures of foods like sweets, soda, and fried snacks. Ask them: “Do these foods help us grow tall and strong?” Guide them to say “No” and categorise them as ‘Sometimes foods’ or ‘treats’.
- Provide the outline drawings of unhealthy foods. Use this as a calm-down activity. Encourage them to use bright colours but remind them that even if the food looks pretty, it is still only a “sometimes” choice.
- Use very simple language to explain the dangers: too much sugar can make their teeth sad and cause tummy aches. These foods do not give their body the energy to run and play all day.
- Provide the sticker page. Instruct the learners to carefully peel and paste the ice cream and chips. Use this moment to repeat the main safety rule: “Small amounts, only sometimes!”
- Have the class mime shaking their head “No” to a treat and then nodding “Yes” to a picture of a healthy fruit, practising self-control.

Good eating habits

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify two good eating habits.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 7.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bananas
- Apples
- Potatoes
- Leafy vegetables.
- Carrots
- Rice
- Meat
- Crayons
- Chart/pictures showing a family dinner.

Facilitator's notes

- Display a picture showing a family sitting together, smiling, and eating neatly at a table. Ask: “What is the family doing?” Guide them to say they are sharing a meal and eating nicely.
- Explain simply: Good eating habits are the rules we follow at mealtimes to be healthy and polite. Emphasise three rules: Wash hands before eating, Chew slowly with a closed mouth, and sit still at the table.
- Show pictures or use flashcards illustrating different actions (a child washing hands, a child playing with food). In small groups, learners must point to the picture that shows a good habit. This reinforces the rules from the facilitator's explanation.
- Have learners sit in a circle (pretend table). Practise the roles: Mime washing hands, mime sitting still and waiting, and then mime picking up food and chewing slowly and quietly. Emphasise using polite words (“Thank you”).
- Provide the drawing of the family eating together. Use this as a calm-down activity. Encourage them to use warm, happy colours to show that eating together nicely is a joyful family time.
- Remember that eating slowly and sitting still helps their tummy work better to get strong from the food.

Personal hygiene

Unit objectives

By the end of this lesson, learners should be able to:

- a** learners should be able to:
- b** imitate what the boy is doing.
- c** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 8.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bucket of water
- Towels
- Toothbrushes
- Comb

- Crayons
- Chart/ pictures showing a child washing their hands.

Facilitator's notes

- Start with an upbeat song about washing hands, brushing teeth, or keeping clean. Encourage the children to mime the actions (scrubbing hands, using a cloth) as they sing.
- Display a clear picture showing a boy engaged in a specific hygiene act (washing his face or combing his hair). Ask: "What is the boy doing with the soap/comb?" Guide them to name the action and the tool.
- Explain simply: Personal hygiene means keeping your body clean. Why? Clean bodies are strong bodies that germs cannot easily make sick. Focus on the main goal: staying healthy.
- Show pairs of pictures or act out scenarios: (a) Good: Washing hands before eating; (b) Bad: Wiping a runny nose with a hand. Ask the class to give a thumbs up (Good) or thumbs down (Bad) for each scenario. Reinforce the "Good" actions clearly.
- Provide the drawing of the child practising a good hygiene habit (brushing teeth). Use this as a calm-down activity. Encourage them to use clean, bright colours to symbolise health and cleanliness.
- Review the three most important times to wash hands: (a) Before eating, (b) After using the toilet and (c) After playing outside.
- Practice the mime: When we cough or sneeze, we must use our elbow or a tissue to catch the germs.

Topic 2

Human body

My body

Unit objectives

By the end of this lesson, learners should be able to:

- a** learners should be able to:
- b** name at least three body parts.
- c** sing a rhyme about body parts.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 9.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning resources

- Chart showing body parts.
- Model dolls showing body parts.
- Crayons

Facilitator's notes

- Start with an energetic rhyme like a local version of “Head, shoulders, knees, and toes.” Encourage the children to touch and tap each body part immediately as they sing.
- Ask simple, personal questions: “What is your name?” “What do you use your legs for?” Guide them to understand that their body parts help them be themselves and do their favourite things (like running or drawing).
- Use a clear chart or their own bodies. Point to and have the children name the main parts: eyes, ears, nose, mouth, arms, legs, hands, feet. Emphasise the function (“We use our hands to clap”).

- Provide a simple outline drawing of a person. Guide them to colour the person and ensure they use different colours for the hair, clothes, and skin. This reinforces the visual structure of the body.
- As they colour, remind them that many parts come in pairs (two eyes, two ears, two feet). Have them hold up both hands to show how their body is balanced.

Functions of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** state any two functions of body parts.
- b** identify any body part of their choice.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 10.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Plates
- Dishes
- Buckets
- Water
- Charts showing the use of various body parts.

Facilitator's notes

- Start with an action song where they use their parts actively (a song about running with legs, eating with mouths, and seeing with eyes). This links the part to the action immediately.
- Display pictures showing different actions: *A child kicking a ball, a child drawing with a crayon, a child smelling a flower.* In small groups, learners must name the main body part acting (legs, hands/fingers, nose).
- Go through the major body parts and ask the class: “What does your ear do?” (hear/listen). “What does your mouth do?” (eat/talk). Emphasise one clear function for each part.

- Provide a worksheet. On one side, show a body part (a hand); on the other side, show actions (waving, eating, jumping). Learners must draw a line from the body part to the matching function (hand waving).
- Discuss less obvious or creative functions: We use our feet for dancing (not just walking). We use our mouths to smile and make funny sounds (not just eating). Encourage them to think about how they use their bodies for Arts and Physical Education.
- Give quick, specific commands: “Show me your listening body!” (Hands near ears). “Show me your running body!” (Standing tall, ready to go).
- Remind them that we use our hands for gentle touching, not for hitting or pushing.

NB the pictures are already coloured.

Topic 3

History of the Arts

Music and dance

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the activity in the picture.
- b colour the picture in the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 11.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Drums
- Traditional dance attire.
- Hosho
- Leg rattles.

Facilitator's notes

- Start with a high-energy local song or rhyme that encourages movement. Encourage big, simple actions like vigorous clapping or foot-stomping to get the whole body warmed up and feeling the beat.
- Display a clear picture of learners performing a traditional dance. In small groups, learners should discuss. Guide them to use descriptive words like stamping, swaying, or kneeling to describe the actions they see.
- Break the dance from the picture down into one or two simple, repetitive steps. Play a simple drum rhythm (or clap it). Have the learners imitate the steps slowly at first, then encourage them to add energy and happiness to their movements.

- Name and briefly describe two or three famous dances from different parts of Zimbabwe (*Muchongoyo* is strong, *Mbira dance* is gentle). Explain that different dances have different feelings and purposes (celebration, story, or respect).
- Provide the drawing of the traditional dancers. Use this as a calm-down activity. Encourage them to use vibrant colours for the dancers' clothing to show the energy and joy of the traditional celebration.
- Remind learners to use space safely when imitating the dance steps and to keep their feet away from others to prevent bumps.

Music and dance

Unit objectives

By the end of this lesson, learners should be able to:

- a** learners should be able to:
- b** identify the type of dance in the picture.
- c** Imitate dances.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 12.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Traditional dance attire.
- Hosho
- Drums
- Leg rattles
- Clay pots
- Charts/ pictures showing a girl performing a traditional dance.

Facilitator's notes

- Start with an energetic, familiar traditional song from the local community. Encourage the children to use loud, clear voices and simple, rhythmic actions (clapping, stomping) to connect with the music.
- Ask: "Who makes the music you love?" Discuss a few well-known local musicians (if appropriate and safe to name) or talk about a family member who sings or plays an instrument. This links music to community roles.

- Provide the drawing of the girl dancing. Instruct them to colour it beautifully using any colours they like. Encourage them to use bright colours that match the happy feeling they get when they hear traditional music.
- Name and describe one or two types of dances (a harvest dance, a celebratory dance). Explain the significance (why people dance it): *We dance to celebrate a good harvest, to tell a story, or to show respect.* Emphasise that every dance has a meaning.
- Have the children stand up and move their bodies gently as if they are dancing to their favourite music, focusing on expressing the joy and feeling of the song.

Songs and dances from different cultures

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the different dances from different cultures.
- b** imitate the dance they like.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 13.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Traditional dance attire.
- *Hosho*
- Drums
- Leg rattles
- Clay pots
- Charts/ pictures showing a child performing traditional dance.

Facilitator's notes

- Display the picture showing two girls dancing to a boy playing the drum. Ask them: “What is the boy doing?” (Making the music). “What are the girls doing?” (Moving to the beat). Emphasise that music and dance are a team effort.
- Sing a simple, traditional dance song. Start by having the facilitator clap a strong, slow drumbeat. Have the learners imitate a basic dance step from the picture (foot-stamping, swaying) at the slow beat, then speed up slightly.

- Name two different dances (a rain dance, a welcoming dance). Explain the significance of each: *One dance asks for rain; the other dance greets visitors*. This teaches that dance is a form of communication.
- Provide the drawing. Instruct the learners to colour the picture neatly and specifically emphasise staying inside the lines of the frame. This is a fine motor skill that teaches awareness of boundaries.
- Ask the children to close their eyes while you clap two different rhythms (slow/fast). Ask them to dance the rhythm they heard without looking, promoting active auditory processing.

Song and dances from different cultures

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the girl is doing.
- b** colour the picture within the frame.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 14.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Music
- Phone
- Bluetooth speaker
- Traditional dance attire
- Charts/ pictures showing a girl performing a dance routine.
- Crayons

Facilitator's notes

- Display a picture of a girl dancing (showing clear joy/energy). Ask them: “How do you think the girl is feeling?” Guide them to recognise that she is dancing and is likely happy or excited.
- Provide the drawing. Instruct the learners to colour neatly and emphasise the need to stay within the frame's lines. This is a fine motor exercise that teaches boundary control while reinforcing the visual theme of dance.

- Play an energetic, child-friendly song. Encourage learners to move their whole body freely – jumping, spinning, and swaying. Focus on joyful, expressive movement without rigid rules.
- Explain that dance is like talking with our bodies. Demonstrate simple emotional dances: Happy dance (lots of jumping, big smiles), Sad dance (slow movement, head down) and Angry dance (strong stomps, serious face).
- Tell the children: “Let’s do a ‘brave’ dance!” or “Now, show me a ‘tired’ dance!” Have them imitate the movements and expressions linked to the feeling. This encourages emotional understanding.
- Explain simply why dance is important: (a). It makes our heartbeat fast and strong. (b). It helps our bones and muscles grow big. (c). It makes us feel happy in our minds.
- After the activity, ask: “If you were to draw a happy dance, what colour would it be?” (Bright yellow/red). This connects artistic choices to emotional states.

Simple percussion instruments

Unit objectives

By the end of this lesson, learners should be able to:

- identify the percussion instruments shown.
- paste the shakers from the sticker page.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 15.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Drums
- Shakers
- Tamborine
- Flute
- Chart/ pictures of percussion instruments.
- Crayons

Facilitator’s notes

- Start with an energetic song that encourages making rhythmic sounds with the body (clapping hands, tapping knees, snapping fingers). This introduces the concept of beat and percussion.

- Display pictures of percussion instruments (drum, shakers/*hosho*). Ask them: “What do we do to make sound?” Guide them to recognise the action: hitting, tapping, or shaking to create music. Name them clearly (drum, shakers).
- Point to the pictures. Ask children to mime playing the instrument they like best. Focus on the action: Hit hard for the drum; Shake softly for the shakers.
- Provide the drawing sheet. Learners choose and colour only one instrument neatly. This is a calm-down activity that reinforces the visual image and shape of the instrument.
- Briefly recap the previous lesson: Dance is moving to the music. Explain simply that different dances tell different stories or are used for different events (welcoming a guest, celebrating a harvest). Name one or two key traditional dances as examples.
- In small groups (or pairs), learners share their favourite traditional dance or movement they learned. Encourage them to briefly mime one action from that dance for their group.
- Provide the sticker page. Guide learners to carefully peel and paste the shakers (*hosho*) onto their paper.
- Remind them: Shakers make the rhythmic sound that helps us keep the beat when we dance.

Contemporary dance

Unit objectives

By the end of this lesson, learners should be able to:

- a** complete the picture by joining the dots.
- b** identify the dance in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 16.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Dancing platform.
- Phone
- Bluetooth speaker
- Crayons
- Chart/pictures showing people performing a contemporary dance.

Facilitator's notes

- Play a modern, energetic, and rhythmically interesting song that encourages free movement (not traditional). Encourage the children to move their bodies in new ways that feel good to the music.
- Provide the picture showing a figure in a modern, expressive dance pose (not traditional stamping). Instruct learners to carefully join the dots to complete the shape of the dancer. This is a focused, calming activity.
- Explain simply: Contemporary dance means new dance or free dance. It is when dancers use their bodies to show feelings or ideas without using old, set steps. Examples include Hip-Hop (lots of cool, fast steps) or acrobatics (big jumps and turns).
- Ask the class to name any modern dances they see people doing on television, at weddings, or at school (popular line dances, simple modern moves). Affirm all safe, observed movements.
- Pair the learners. Play the music again. Ask the partners to teach each other one new, invented move. Emphasise smooth, big movements and safe sharing of space. This encourages innovation and cooperation.
- Ask the children to move their bodies like water (flowy and smooth) and then like fire (fast and jerky) to explore different contemporary movement qualities.

Visual arts - Artefacts in the home

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the use of the artefacts.
- b** explain the significance of the artefacts.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 17.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Clay pots
- Gouds
- Woven baskets
- Charts/pictures showing artefacts in the home.

- Paint
- Paint brushes

Facilitator's notes

- 1 Start with a simple, rhythmic rhyme about beautiful things made with hands or things found in the home. Encourage slow, rhythmic hand motions like weaving or kneading while singing.
- 2 Display the pictures. Ask them: "What is this used for?" Guide them to name the items: Reed basket (for carrying/storing), clay pot (for cooking/water), winnowing basket (for cleaning grain).
- 3 Explain that these are traditional artworks that are also useful tools. They show the skill and art of the person who made them and help the family every day.
- 4 Pair the learners. Have them point to one artefact and tell their partner its main use ("The pot keeps water cool"). Encourage them to use clear voices and take turns listening.
- 5 Provide paper and washable paint. Instruct them to choose one artefact (pot, basket) and paint it. Encourage the use of earthy colours (brown, red, yellow) that resemble the natural materials used in Zimbabwe.
- 6 Have the children mime the action of shaping clay into a pot or using the winnowing basket to clean grain, linking the object's function to a physical movement.

Visual arts - Primary colours

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the primary colours.
- b name the item in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 18.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Umbrellas
- Colours
- Water paint
- Crayons
- Plain paper

Facilitator's notes

- Start with a lively rhyme that names the basic colours. Encourage the children to point to objects in the room that match the colour named in the song.
- Explain simply: The Primary Colours are the *main* colours: Red, Yellow, and Blue. Emphasize that we can mix these three colours to make almost every other colour. Show samples of the three colours clearly.
- Display a simple, colourful picture (a rainbow, a flag, or a busy market scene). Have the learners name every color they can identify, paying special attention to finding the red, yellow and blue.
- Provide paper and crayons. Instruct learners to draw one simple artefact (like a clay pot or a basket) they discussed in a previous lesson. This reinforces object recognition through art.
- Explain that colours are important because they tell us things. Give simple examples: Red can mean love or danger; Green can mean nature or safety. Discuss how colours make clothes and artwork beautiful and meaningful.
- Provide the drawing of the umbrella (or another segmented object). In pairs, learners must work together to color the umbrella, ensuring they use Red, Yellow, and Blue in the design. This promotes cooperation and colour recognition.
- After the lesson, do a quick “Colour hunt” around the classroom, having learners quickly touch objects that are red, yellow or blue.

Visual arts - Mixed media constructions

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the item shown in the picture.
- b** explain the importance of the shelter shown.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 19.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Sand
- Feathers
- Glue

- Bond paper
- Cardboard box
- Charts/pictures showing a hut.

Facilitator's notes

- Start with a gentle, comforting rhyme about houses, safety, and staying dry/warm. Encourage them to mime huddling safely inside a home while singing.
- Provide the drawing of a traditional Zimbabwean hut (*imba*). Instruct learners to carefully join the dots to complete the shape. This develops control and reinforces the visual image of the local shelter.
- Explain simply: Shelter (a home) is important because it keeps us safe from rain, cold, sun, and animals. It is where the family is protected and sleeps.
- Safety first: Supervise closely. Guide the children to apply glue to the roof area of their drawn hut. Help them carefully paste sand onto the walls (for mud/*dagga*) and a few small pieces of feather (or dried grass/string) onto the roof area to imitate thatching.
- As they do the art, remind them: The walls are made of mud/clay (like the sand) and the roof is made of grass (like the feathers/string). This connects art to real-life building materials.

Children's theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a name the activity happening.
- b identify any two playground activities.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 20.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Charts/pictures showing children playing outside.

Facilitator's notes

- Start with a lively, expressive song about pretending (*acting like an animal, being a dancer*). Encourage big smiles and dramatic gestures while singing.
- Display a picture showing children imitating a simple action (walking like a duck, sleeping). Ask: “What are the children pretending to be?” Guide them to say they are playing a game or acting.
- Have the children imitate the action shown in the picture (walk like an elephant, using slow, heavy steps). Emphasise moving safely together without bumping, focusing on *how* they move their bodies.
- Give examples of simple, inclusive group games for the play area: Follow the leader, Ring Games (*Nhodo/Jumping*), or Freeze dance. Explain that games need rules and sharing.
- Provide the drawing of the children playing the imitation game. Use this as a calm-down activity. Encourage them to use bright colours for the children's clothes to reflect the fun and energy of playing together.
- Practise the rule: When we play a theatre game or run, we must use our eyes to see our friends so we do not accidentally push or trip them.

Theatre - Folktales

Unit objectives

By the end of this lesson, learners should be able to:

- a** tell at least two folktales.
- b** identify the animals in the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 21.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Folktale books
- Charts/pictures showing folktales
- Storyteller

Facilitator's notes

- Start with a quiet, rhythmic rhyme about animals or listen carefully to a story. Use gentle clapping to establish a focused, reflective mood for discussing important topics.
- Display sequence pictures showing the story (baboon growing mealies, hare sneaking in, Hare running away). Guide the learners to describe each scene. Focus on the action (taking something that is not yours) and the feelings (Baboon's anger/sadness).
- Clearly state the moral: "Stealing is wrong. Taking something that belongs to someone else makes them feel hurt and upset. We must always ask first."
- Ask a leading question: "How did the baboon feel when the hare stole the mealies?" Guide the discussion toward empathy: stealing breaks trust and makes friends or family members sad. Reinforce that we only keep things we are given or have permission to take.
- Broaden the discussion: The hare was clever but used cleverness for a bad thing. The other lesson is that the hare must always run away and cannot be trusted. This shows that bad actions have consequences and make life harder.
- Ask one learner to hold a toy and another to ask politely, "May I please have a turn?" Practice the correct way to get something you want.

Theatre

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the animals in the picture.
- b** tell stories about these animals.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 22.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Story books
- Crayons
- Charts/pictures showing folktales.

Facilitator's notes

- Start with an energetic rhyme about local animals (baboon, hare, tortoise). Encourage children to mime the movements of the animals as they sing (hopping like a hare, climbing like a baboon).
- Display the sequence pictures of the Hare and baboon story. Guide the learners to describe what they see happening in three simple steps: \ (a). *Baboon works hard.* (b) *Hare is sneaky.* (c) *Hare gets caught/runs away.* This builds narrative order.
- Divide the class into small groups. Ask each group to invent a very short story about two animals. Encourage them to use loud voices and big hand gestures (theatre skills) while telling their tale.
- Explain simply: Folktales are old stories from our grandparents. They are important because they teach us lessons (like being kind or honest) and remind us about our culture. Stories help us learn without getting hurt.
- Provide the drawing of the hare and the baboon (or one key scene). Use this as a calm-down activity. Encourage them to use natural colors (brown, grey, green) for the animals and the setting.
- Ask the children to practice making a sneaky voice like the Hare and a loud, angry voice like the baboon, focusing on voice projection (Arts).

Animations

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the animation in the picture.
- b** name at least one of the characters.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 23.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Colouring book
- Crayons
- Video showing the animation.
- Video player
- Charts/pictures showing a friendly cat and mice.

Facilitator's notes

- Start with an energetic rhyme about a cat and a mouse or other common local animals. Encourage children to mime the movements (chasing, sneaking) to prepare for the cartoon theme.
- Display a picture or use simple language to recall a common scene from Tom and Jerry (Tom chasing Jerry). Ask them: “What is the mouse (Jerry) doing?” “What is the cat (Tom) trying to do?” Guide them to describe the actions (chasing, hiding, being funny).
- Provide the drawing of Tom and Jerry. Use this as a calm-down activity. Encourage them to use bright, bold colours that match the fast, energetic feeling of the cartoon.
- Ask open-ended questions: “What makes you laugh when you watch cartoons?” “If you could be one cartoon character, who would it be?” Encourage simple answers like “The funny sounds” or “The fast running.”
- Briefly have the children mime running fast (like Jerry escaping) and then falling safely (like Tom after a failed attempt), focusing on controlled, soft landings.

Animation

Unit objectives

By the end of this lesson, learners should be able to:

- a** tell what the cartoon characters are doing.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 24.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Video showing the animation.
- Video player
- Crayons
- Charts/pictures showing cartoons arguing.

Facilitator's notes

- Start with an enthusiastic rhyme about moving pictures or fast, colorful characters. Encourage big, exaggerated movements (like a cartoon character) while singing to prepare for the theme.

- Ask the children to name their favourite cartoons. Focus the discussion on: “What kind of things do cartoons show?” Guide them to mention funny talking animals, fast cars, or lots of magic.
- Display 2-3 sequence pictures from a simple, familiar animated story. Guide the learners to describe the story in order: (a) What happens first? (b) What happens in the middle? (c) How does the story end?
- Provide the drawing of the animated characters (or a simple scene). Use this as a calm-down activity. Instruct them to use bright colours, but remind them that even if cartoon fighting looks funny, real fighting is sad.
- Use the cartoon theme (where characters often fight) to ask a key question: “In real life, is fighting good?” Explain simply: Fighting is bad because it hurts bodies and hurts feelings. Teach the alternative: Use your words to talk about problems.
- Practise a quick role-play: Two children want the same toy. Have them practise saying politely, “Can I please have a turn next?” instead of grabbing.
- Practise “Running away” safely from a problem or an argument, showing that walking away is a strong, peaceful choice.

Topic 4

Gymnastics

Weight-bearing and balances

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the activity in the picture.
- a imitate the activity shown in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 25.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment
- Exercising attire
- Rubber mat
- Crayons
- Charts/pictures showing children doing gymnastics.

Facilitator's notes

- Start with an energetic rhyme about standing tall, stretching, and being steady. Encourage them to stand up straight and feel their feet on the ground as they sing.
- Display a picture showing children balancing on one leg. Ask them: "What is the special thing they are doing?" Guide them to say "Balancing" or "Standing steady." Explain that this is a type of gymnastics move.
- Ask: "Do you think you can stand on one leg like a flamingo?" Have them try it for just a second. Emphasise that it takes practice and strong muscles in their legs and tummy.
- Practise the skill in two steps: (a) Focus: Look at a spot on the floor. (b) Lift: Lift one foot slowly off the ground. Encourage them to count to three while holding the balance. Remind them to put their foot down safely when they wobble.

- Explain simply: Gymnastics (like balancing) helps us: (a) Develop a strong, steady body (so we don't fall over easily). (b) Use our muscles to do cool tricks. (c) Control our body when running and playing.
- Provide the drawing of the children balancing. Use this as a calm-down activity. Encourage them to use colours that show the strength and concentration needed for the activity.
- Use the “Flamingo pose” or “Stork pose” to make the balancing exercise more fun and imaginative

Balancing on the apparatus

Unit objective

By the end of this lesson, learners should be able to:

- a** imitate the activity

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 26.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning resources

- Plank
- Buckets
- Rubber mats
- Crayons
- Video showing children performing gymnastics.
- Video player
- Charts/pictures showing gymnastics.

Facilitator's notes

- Start with an energetic rhyme about walking straight and staying steady. Encourage them to walk heel-to-toe on the spot, arms out wide, to feel the challenge of balancing.
- Display a picture showing children carefully walking or standing on a low, safe balancing beam (or a log/line on the floor). Ask: “Are they standing still or moving slowly?” Explain that the beam is the apparatus (the equipment).
- Use a safe, low apparatus or a line on the floor. In small groups, learners imitate the action from the picture: (a) Arms out wide (like airplane wings). (b) Walk slowly and look ahead. (c) Step off safely.

- Explain clearly and seriously: Gymnastics on high or small things can be dangerous! We must NEVER try to balance on the edge of a chair, table, or wall. We must always have an Adult Watcher (facilitator) right next to us to keep us safe. Emphasise: “No adult watcher, no balancing!”
- Provide the drawing of the balancing boy and girl. Use this as a calm-down activity. Encourage them to colour the children and the beam, reminding them that they are practicing safely with help.
- Practise the routine: Before any balancing activity, the child points to the facilitator and asks, “Are you my adult watcher?” Wait for the confirmation before starting.

Balances (creating shapes and formations)

Unit objectives

By the end of this lesson, learners should be able to:

- a** do mass displays.
- b** explain the activities shown.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 27.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment.
- Sports attire
- Crayons
- Charts/pictures showing children doing mass displays.
- Videos showing mass displays.
- Video player

Facilitator’s notes

- Start with an energetic rhyme about shapes (a circle is round; a square has four sides). Encourage them to use their hands and bodies to trace the shapes as they sing.
- Display a picture of learners forming a simple shape with their bodies (holding hands in a circle, standing in a straight line). Ask: “What shape is the group making?” Guide them to name the basic shape.

- Pair the learners. Have them look at the picture and tell their partner the shape. Then, ask one child to use their body to make a shape (curl into a ball/circle), and the partner must name it.
- This is an active mass display practice. Give simple commands: (a) “Form a big circle!” (Hold hands and spread out). (b) “Form a straight line!” (Stand shoulder-to-shoulder). (c) “Make two small squares!” (Form two small groups of four). Emphasise listening and working together.
- Provide drawings of children creating different formations (a circle, a triangle). Use this as a calm-down activity. Encourage them to use different colours for each child to show that many individuals make up one strong shape.
- Have the class lie down on the floor and try to make a “long, thin line” (rectangle) or a “round, tight circle” with their whole body.

Balances (creating shapes and formations)

Unit objectives

By the end of this lesson, learners should be able to:

- a** imitate the activity in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 28.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Sports attire
- Outside environment
- Rubber mats
- Crayons
- Charts/pictures showing children doing gymnastics.

Facilitator’s notes

- Start with a strong, rhythmic rhyme about making bodies strong or pushing/pulling. Encourage them to push their hands together firmly to feel the muscles working.
- Display a picture showing children (on their knees or toes) doing a simple press-up. Ask them: “What part of their body is making them go up and down?” Guide them to point to their arms and chest.

- Explain simply: This activity makes our arms and shoulders strong like a powerful animal. This strength helps us carry things, climb safely, and throw balls far when we play.
- Simplify the movement: Have learners get on their hands and knees (not toes). Tell them to pretend they are “pushing the floor away”. Practise pushing up and slowly lowering down for 3 to 5 simple repetitions.
- Provide the drawing of the children doing the press-up. Use this as a calm-down activity. Encourage them to use strong, dark colours to reflect the power and effort needed for the exercise.
- Name the press-up the “Frog push” or “Lion push” to make the movement more imaginative and fun.

Balancing in pairs

Unit objectives

By the end of this lesson, learners should be able to:

- a** to imitate the activity.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 29.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Sports attire
- Crayons
- A friend
- Charts/pictures showing two children performing a balancing act.

Facilitator’s notes

- Start with an energetic rhyme about being strong and steady like a tall tree. Encourage stretching arms and legs to warm up the muscles before any balancing.
- Display a picture showing two children balancing together (holding hands, trying to stand on one leg). Ask them: “Why is it hard to balance with a friend?” (Because you must trust them and listen to their count).

- Point out two simple balances in the picture. Name them with the groups (“Back-to-back stand”, “Hand-to-hand bridge”). Explain that one is the base (the strong part) and one is the helper.
- Strict supervision required. Practise low-to-the-ground balances only. Example: Sit back-to-back and push up to stand using only the back. Emphasise: Use slow, gentle movements and always check if your partner is ready before making a move. This activity strengthens both their bodies and their friendships.
- Provide the drawing of the boy balancing on his hands (a single skill). Use this for a calm-down activity. Encourage them to colour the boy as a strong, focused gymnast, reflecting the concentration needed for balance.
- Practise the routine: Before every pair balance, learners must gently tap their partner’s shoulder and say, “Are you ready?” Wait for the partner to nod before starting.

Transferring and bearing weight

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity.
- b** imitate the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 30.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment
- Sports attire
- Crayons
- Charts/pictures showing children doing mass displays.

Facilitator’s notes

- Start with a strong, rhythmic rhyme about lifting, pushing, and being heavy. Encourage the children to gently push on the floor or a wall to feel the force and weight they can bear.

- Display the picture of a challenging, high-risk move (one child standing on the back of another). Ask: “Which child is the base (holding the weight)?” and “Which child is the Top (being held)?” Explain that this is bearing (holding) and transferring (moving) weight.
- This is a dangerous move. Use simple, firm language: This action can cause serious injuries if done wrong. We never practise moves that involve standing on a friend, jumping from heights, or pushing hard, without an adult watcher ready to catch us. The rule is: Only grown-ups can lift and carry bodies.
- Ask them, “Can we do this by ourselves?” (The answer must be: No). Follow up: “Why not?” (Because we are small, and we need an adult to keep us safe from falling and hurting our neck/back). Promote honesty about physical limits.
- Provide the drawing. Use this as a calm-down and focused activity. Encourage them to use strong, steady colours for the children, reinforcing the idea of strength while maintaining the firm safety message.
- Instead of performing the high-risk move, practise a safe alternative: Have partners sit facing each other, place their feet together, and gently push their hands together. This allows them to feel safe with weight transfer without risk.

Locomotion/movement

Unit objectives

By the end of this lesson, learners should be able to:

- a** paste the girl skipping rope from the sticker page.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 31.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment
- Rubber mats
- Skipping rope
- Sports attire
- Crayons
- Charts/pictures showing a boy crawling and a girl skipping rope.

Facilitator's notes

- Start with an energetic action song that uses both the arms (pushing) and legs (jumping). This warms up the muscles needed for both crawling and skipping.
- Display the picture. Ask learners: “What is the boy doing?” (Crawling, like a baby or a leopard). “What is the girl doing?” (Jumping with a rope, skipping). Explain that both moves make them strong and fast.
- Explain the function: Crawling builds strong arms and shoulders. Skipping helps their body and legs work together with the rhythm (coordination).
- Provide the sticker/cutout of the girl skipping. Guide them to carefully paste the picture. Remind them that skipping needs careful hand and foot movement — just like careful pasting.
- Explain the function: Crawling builds strong arms and shoulders. Skipping helps their body and legs work together with the rhythm (coordination).
- Crawl: (a) Practise “Bear crawls” (hands and feet only) for a short distance, emphasising a low, coordinated movement. (b) Skip: Practise simple jumping with two feet first, then try marching in rhythm for the skipping motion.
- Provide the drawing of the boy crawling. Instruct them to colour neatly and specifically stay inside the frame’s boundary. Use colours that represent earth or strength (brown, green).
- Have the class clap a simple “Jump, Jump, Jump” rhythm. Practise jumping to that clap to internalise the beat needed for skipping rope.

Locomotion

Unit objective

By the end of this lesson, learners should be able to:

- a** identify what is happening in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 32.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment
- Charts/pictures showing locomotion.

Facilitator's notes

- Start with an active rhyme that names and encourages a variety of movement: Walking, running, hopping, jumping, skipping. Ask the children to mime the action for each word immediately as they sing.
- Display the picture of children following the teacher in a single file/straight line. Ask them: “How are the children standing?” (One behind the other). Explain that the single file is a safe formation for moving around the play centre or classroom.
- Lead the children in a single file. Give commands for different locomotion: Walk like a giant (big steps), Crawl like a leopard (on hands and knees), hop like a rabbit (on two feet). Emphasise following the leader's speed and staying in the file.
- Use a simple drumbeat or rhythmic clapping to set the pace for the locomotion. A fast beat means the movement must be fast (running); a slow beat means the movement is slow (marching).
- Practise the rule: Keep a big space between yourself and the friend in front of you (enough space for one large step) so you do not bump or trip when moving.

Sending, receiving and throwing

Unit objectives

By the end of this lesson, learners should be able to:

- a** throw a ball.
- b** receive a ball.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 33.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Different balls.
- Outside environment
- Crayons
- Charts/pictures showing children sending, receiving and throwing a ball.

Facilitator's notes

- Start with a lively rhyme about balls, hands, and fast movement. Encourage them to mime rolling and bouncing a ball while singing to get their hands and arms ready for the activity.
- Display a picture of children throwing and catching a ball. Ask them: “What is the boy doing with the ball?” (Throwing/sending). “What is the girl doing?” (catching/receiving). Emphasise the difference between the sender and the receiver
- Ask: “Show me how you throw a ball.” Guide them to use an overhand throw (arm up high, stepping forward). Emphasise that throwing needs strong arms and good aim.
- Ask: “Show me how you catch a ball.” Guide them to make a “basket” or “cup” with their hands and watch the ball all the way into their hands. Discuss which skill is harder (usually catching) and why (it takes more focus).
- Start with soft, beanbags or light balls. Throwing: Practice throwing to a target on the wall. Catching: Practise catching a soft ball from a very short distance. Emphasise gentle throwing when throwing to a friend.
- Provide the drawing of the children playing with the ball. Use this as a calm-down activity. Encourage them to use bright colours for the ball and the clothes, reflecting the fun of playing together.
- Practise the rule: We never throw hard or at a friend's head. We throw gently at their hands or body.

Sending, receiving and throwing

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the sport being played by the boy.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 34.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Balls
- Outside environment

- Crayons
- Charts/pictures showing a boy kicking a ball.

Facilitator's notes

- Start with a lively rhyme about feet and balls. Encourage them to stomp their feet and mime kicking while singing to get their legs ready for movement.
- Display the picture. Ask them: “What is the boy trying to do?” (Kick the ball and hit the wall). Explain that kicking a wall is great practise because the ball comes back to you.
- Provide the drawing of the boy kicking against the wall. Use this as a calm-down activity. Encourage them to use strong, steady colours to reflect the focused energy needed for kicking accurately.
- Provide the sticker/cutout of the girl kicking. Guide them to carefully paste the picture. Remind them: Both boys and girls can kick and play soccer!
- Provide light, soft balls. Have children practice the lift kick: (a) Stand back from the ball. (b) Kick the bottom of the ball with the top of the foot. (c) Goal: Make the ball go up high into the air.
- Use a safe wall or target area (a line on the ground). Have children practise push kicks (striking with the side of the foot). Goal: Kick the ball low and hard to hit the target. Emphasise stepping next to the ball before kicking.

Aquatic skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the pictures shown.
- b** name any two aquatic skills.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 35.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Charts/pictures showing water sources for water skills.
- Videos showing people performing various water skills.
- Video player

Facilitator's notes

- Start with a gentle, calming rhyme about water, floating, or paddling (“Row, row, row your boat”). Encourage gentle hand motions that mimic swimming or splashing.
- Display a picture showing different types of water bodies (a river, a large dam/lake, a swimming pool). Guide them to name the types and point out the differences.
- Ask: “Why do we need water bodies?” Guide the discussion toward their uses: Drinking (clean water), farming/crops, washing (clothes), and sometimes fun (swimming, fishing).
- Explain firmly: Water bodies can be very dangerous! We never go near water (pool, river, dam) alone. Emphasise two rules: (a) Always have an adult watcher ready to hold your hand or rescue you. (b) Always use safety equipment like a life jacket if you are going in deep water. Never play rough near the edge.
- Practise the action: “Hold an adult’s hand firmly” when walking near water to reinforce the core safety rule.

Water hazards

Unit objectives

By the end of this lesson, learners should be able to:

- a** point out the dangers posed by water.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 36.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Swimming pool
- Crayons
- Charts/pictures showing a boy drowning.

Facilitator's notes

- Start with a soft, rhythmic song about splashing or floating. Change the tone from “fun” to “careful” halfway through to introduce the seriousness of the water theme.
- Display the picture showing a child struggling or going underwater. Ask: “How does the boy look?” (Scared, hands up, sad). Introduce the word “DANGER”— the boy is struggling because the water is too strong for him.

- Explain simply: Water is heavy and strong. It can be too cold or too deep. Even a bucket or a small ditch of water can be dangerous because a small child cannot stand up if they fall.
- Explain firmly: If you enter the water alone (without an adult), the water can quickly pull you down, and you cannot breathe. This is called drowning. The only rule is: NEVER go near water unless a trusted grown-up is holding your hand.
- Provide the drawing. Use this as a calm-down activity. Encourage them to use dark, serious colours (like dark blue or black) to reflect the sadness and danger of being in the water alone. The picture is a reminder to always be safe.
- Practise the physical action: When a child sees water, they must immediately stop and put their hands up like a stop sign until an adult watcher comes to help.

Safe entry into the swimming pool

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the girl is doing.
- b** state a safe way of getting into the swimming pool.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 37.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Swimming pool
- Charts/pictures showing a child entering the pool safely.
- Crayons

Facilitator's notes

- Start with a song about getting wet slowly and being ready for the pool. Encourage children to mime walking slowly to the water's edge and sitting down safely — emphasising no running.
- Display the picture of the girl safely entering (using steps or sitting and sliding in). Ask them: “Why is the girl going slowly?” Explain that this is the safest way to let her body get used to the water temperature.

- Ask the class, “Can you swim all by yourself?” Praise every learner for being honest about their skill level. Reassure them that the pool is fun, whether they can swim or are still learning, if they follow the rules.
- Explain firmly: If you cannot swim, the pool water is too deep and powerful. Entering alone or jumping in means the water can cover your head. We must always be watched and held by an adult or wear a life jacket if we cannot swim.
- Provide the drawing of the girl entering the pool safely. Use this as a calm-down activity. Encourage them to use cool, bright colours for the water, symbolising the fun that can be had when safety rules are followed.
- Practise the safe pool entry routine on the floor: (a) Walk slowly to the edge. (b) Sit down safely. (c) Slide your feet first.

Playing in water

Unit objectives

By the end of this lesson, learners should be able to:

- a** name two safety devices used in water.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 38.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Rubber floaters
- Swimming pool
- Crayons
- Charts/pictures showing children playing in water.

Facilitator’s notes

- Start with a playful, happy song about splashing, floating, and kicking in the water. Encourage children to mime gentle kicking (like a motorboat) and blowing bubbles (Aquatic skill 1).
- Ask the children to share safe, fun things they do in the pool or shallow water (holding a kickboard, splashing, playing with toys). Focus on the enjoyment and the safe boundaries they experienced.

- Explain that water drills are safety games we play in the water to learn. Introduce two simple drills: (a) Blowing Bubbles (putting the mouth in water to breathe out). (b) Holding the Wall (using hands to stay safe).
- This is the most important step. Explain firmly: Open water (rivers, dams, deep pools) is NOT a play area. Going in alone or without a life jacket means you can sink quickly and loudly call for help. The rule is mandatory: never, under any circumstances, approach water alone. Always hold the hand of a trusted adult watcher.
- Provide a drawing of children safely playing in a shallow area with an adult nearby. Use this for a calm-down activity, reminding them that safe play is the best.
- Practise the action: If you see someone in trouble, you do not jump in! You run to an adult and point, or you stand far from the water and yell loudly, “HELP! DANGER!”

Topic 5

Play and game skills

Coordination skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** coordinate with each other well while playing games.
- b** practise the game in groups.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 39.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Skipping rope
- Crayons
- Charts/pictures showing children playing a game.

Facilitator's notes

- Start with an energetic rhyme about clapping hands and stomping feet together. Encourage them to cross their body (touching left knee with right hand) to warm up coordination and the brain.
- Display a picture showing children playing a group skipping game (jump rope with two turners). Ask them: "How do the children know when to jump?" Guide them to understand that they listen to the rhythm and watch the timing of the rope.
- Ask the children to share why they like jumping. Emphasise that jumping is a great way to make their legs strong and use up energy. Practise a "star jump" together to feel the power.

- Start without the rope: Have two children *mime* turning the rope (slowly). The jumping child practices timing their jump to the rhythm of the turners' hands. Then, introduce a long rope (low to the ground) and practice jumping one by one.
- Provide the drawing of the children skipping. Use this as a calm-down activity. Instruct them to colour neatly and specifically emphasise staying inside the lines of the frame to practice fine motor control while reinforcing the theme of safe, controlled play.
- Use a clear, repeated phrase for the turners to chant: "Ready, set, jump!" This gives the jumper a clear verbal cue to help with their coordination.

Coordination of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the game being played.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 40.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Basketball court
- Basketball
- Crayons
- Charts/pictures showing children playing basketball.

Facilitator's notes

- Start with an energetic rhyme about running fast, jumping high, and working with a team. Encourage quick, active movements (like bouncing an imaginary ball) to warm up for the sports theme.
- Display the picture. Ask them: "What kind of game is this?" (Basketball). Point out that they need two hands to hold the ball and two legs to run. Emphasise that they are playing together (teamwork), not fighting.
- Provide the drawing of the boys playing basketball. Use this as a calm-down activity. Encourage them to use bright, powerful colours to show the speed and energy of the sport.

- Ask: “What is your favourite game to play outside?” Encourage children to name local or schoolyard games. Affirm that all games, whether with a ball or just running, are good for the body and good for the brain.
- Provide the drawing of the boys playing basketball. Use this as a calm-down activity. Encourage them to use bright, powerful colors to show the speed and energy of the sport.
- Practice three basic moves: (a) Dribbling: Pretend to bounce a ball (gently pushing down, not slapping). (b) Jumping: Jump high like they are trying to reach the basket. (c) Passing: Practise a chest pass (pushing the ball gently from the chest to a partner).
- Remind them: In every sport, we must shake hands after the game and say, “Good job!” even if we do not win. This is called sportsmanship.

Coordination of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the game being played by the children.
- b** play the game shown in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 41.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outside environment.
- Pebbles
- Charts/pictures showing children playing *nhodo*.
- Crayons

Facilitator’s notes

- Start with a lively rhyme that requires quick, alternating hand movements (clapping, snapping, or touching opposite shoulders). This prepares the hands and eyes for the quick timing needed for the game.
- Display the picture of girls playing *Nhodo/Igwini* and Ask them: “What are the girls doing with their hands and the small objects?” Guide them to observe the tossing, catching, and grouping actions.

- Clearly state the name of the game: *Nhodo* (Shona) or *Igwini* (Ndebele). Explain that it is an important, fun game from Zimbabwe that makes us clever and fast.
- Ask them to try tossing one small pebble from one hand and catching it with the same hand. Praise them for being honest about whether it is easy or tricky, emphasizing that it takes lots of practice.
- Start with simple drills: (a) Sit in small groups. (b) Practise tossing one stone gently and catching it. (c) Practise scooping one ground stone before catching the falling stone. Emphasise taking turns, sitting safely, and using gentle hands.
- Provide the drawing of the children playing. Use this as a calm-down activity. Encourage them to colour carefully within the lines, linking the precision required in colouring to the accuracy needed for catching the pebbles in the game.
- Use a clear sound (a gentle click or clap) to help the learners practise the timing of the toss and catch — the hand must catch exactly when the sound happens.

Coordination of body parts

Unit objectives

By the end of this lesson, learners should be able to:

- a** do at least one of the activities shown in the picture.
- b** name the activities shown in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 42.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Sacks
- Spoons
- Eggs
- Outdoor environment
- Crayons
- Chart/pictures showing children running with and without sacks.

Facilitator's notes

- Use an energetic rhyme that alternates between fast running (marching quickly on the spot) and bouncing/jumping (using both feet together). Encourage children to stand up and *feel* the difference between the two movement types.

- Display the picture showing both activities. Ask them: “Why is the sack race hard?” (The legs must stay together.) Explain that running is fast and free, but the sack race needs rhythm and hops (coordination).
- Use safe, strong plastic bags or small pillow cases. Mark, a very short, safe distance. Teach them to hold the sack high around their waist and use small, rhythmic hops (not big, unbalanced jumps). Emphasise waiting for the signal and not tripping their friends.
- Provide the drawing. Use this as a calm-down activity. Encourage them to use bright, moving colors (lines or streaks) for the athletes running to show speed, and strong colours for the sacks to show the effort and fun of the race.
- Practice the rule: In any race, we must wait for the signal to start and cheer for our friends until the end. If you fall, tuck your arms in and get up quickly and safely.

Coordination skills

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the game shown in the picture.
- b** play the game shown in groups.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 43.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment.
- Balls
- Crayons
- Chart/pictures showing children playing a game.

Facilitator’s notes

- Start with an energetic rhyme that requires alternating hand and foot actions (touch opposite knee, clap, jump). This prepares the brain and body for the quick timing needed for the game.
- Display the picture of children playing *Dunhu* (usually involves dogging a ball thrown while in a ring). Ask them: “Which part of the body is holding the ground?” and “Which part is doing the powerful jumping?”

- Clearly state the name: *Dunhu*. Explain that this is a traditional game that makes their legs strong and teaches them good timing and balance.
- Start safe and low: In small groups, practise hopping on one foot safely. Use a small, safe object (like a thick line drawn on the floor or a scarf) as the obstacle. Emphasise jumping with both feet together over the obstacle and having a soft, balanced landing.
- Provide the drawing of the children playing *Dunhu*. Use this as a calm-down activity. Encourage them to use bright, powerful colours to show the energy and fun of playing traditional games.
- Before they jump, have the groups chant: “Ready, set, HOP!” to ensure everyone is moving to the same rhythm and to promote awareness of when to jump.

Moving with apparatus

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the activity in the picture.
- b** imitate the activity.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 44.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Rubber bands
- Tin cans
- Crayons
- Outdoor environment
- Chart/pictures of children moving with apparatus.

Facilitator’s notes

- Start with a rhyme about “slow and steady steps” and “using our feet cleverly.” Encourage children to mime walking carefully on a small object, extending their arms wide for balance.
- Display the picture showing children moving on top of safe objects (tins, blocks, or beams). Ask them: “Why are they walking so carefully?” (Because the object is small and needs good balance) Explain that the apparatus makes them work harder.

- Provide the drawing of the children balancing. Use this as a calm-down activity. Instruct them to colour neatly and emphasise staying inside the lines of the frame, linking the controlled movement of their hands to the controlled movement of their feet.
- Use safe, low, and stable objects only (thick ropes on the ground, low wooden blocks, or tires). Have children practice stepping slowly from one object to the next. Emphasise looking down at the foot and placing the whole foot securely before shifting weight.
- Explain clearly and firmly: Practising balance on top of objects can be very dangerous if done alone. **Never** climb or stand on tall, wobbly objects at home (chairs, tables). We **Must always** have a trusted Adult Watcher right next to us to keep us safe.
- Remind them that for good balance, they must always look at their feet and focus on the object they are stepping onto.

Kid's athletics

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the activities shown in the picture.
- b** imitate the activities shown in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 45.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Sports attire
- Chart/pictures showing children jogging and running on the track.
- Crayons

Facilitator's notes

- Start with an energetic rhyme about making our legs go fast and being strong runners. Encourage them to march on the spot with high knees to warm up their leg muscles.
- Display the picture. Ask them: "Where are the runners looking? (Forward). Where are their arms? (Pumping/swinging)." Explain that good running form makes them faster and stronger.

- Practise the action: (a) “Cheetah run” (Fast): Run quickly for a short burst. (b) “Tortoise Jog” (Slow/Steady): Jog slowly, maintaining a steady, even pace for a longer time. Use signals (whistle/clap) to switch between the two speeds.
- Provide the drawing of the athletes running. Use this for a calm-down activity. Encourage them to use fast, bright colours (like red or orange) to reflect the speed and energy of running.
- Provide the sticker/cutout of the boy jogging. As they paste it, remind them: Jogging is slower and steadier than running, just like they need to be careful and steady when using glue and pasting.
- Explain the difference: Running is for finishing first; Jogging is for running a long, long time without getting too tired.

Target throwing

Unit objectives

By the end of this lesson, learners should be able to:

- a** throw the ball and hit the target.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 46.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Tennis balls
- Bucket
- Outdoor environment
- Crayons

Facilitator’s notes

- Start with a lively rhyme about aiming, looking carefully, and throwing gently. Encourage children to mime throwing a ball (stepping with the opposite foot) to warm up their arms and practice form.
- Display the picture of boys throwing at a target (a bucket, cones, or a drawn circle). Ask: “Where are the boys looking?” Explain that to hit a target, you must look only at the target and aim your hand right at it.

- Have learners try throwing a beanbag at a close target. Praise them for trying. Discuss that hitting the target takes lots of practice and concentration.
- Provide the drawing of the children and the balls. Use this as a calm-down activity. Encourage them to use bright, circular strokes when colouring the balls, reinforcing the shape and movement.
- Explain firmly: We NEVER throw balls, stones, or hard objects near people, animals, or breakable things like windows. Throwing in the wrong place can cause serious injury or break things. The rule is: Only throw at designated targets.
- Use soft objects (beanbags, rolled socks). Set up a safe target (a box or line). Practice the underhand throw (safer for short distances). Emphasise checking the area before throwing to ensure no one is walking past.
- Practice the routine: Before throwing, the child must say, “Eyes on target!” This reminds them to focus their attention before letting go of the object.

Knee throw

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the game the children are playing.
- b** imitate the game.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 47.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Football
- Crayons
- Chart/pictures showing kids doing knee throws.

Facilitator's notes

- Start with a rhythmic rhyme that focuses on bending the knees and using the arms to throw. Encourage children to mime throwing a ball from a kneeling position to warm up their core and arms.

- Display the picture showing someone performing a “knee throw” (throwing or passing the ball while kneeling). Ask them: “Why might we need to throw a ball from our knees?” (Maybe we fell, or we need to pass the ball low and fast).
- Provide the drawing of the knee throw demonstration. Use this as a calm-down activity. Encourage them to use focused, steady colours, linking the concentration needed for colouring to the accuracy needed for throwing.
- Divide the class into small, manageable groups. Focus on kicking the ball softly to friends (passing), not kicking hard for goals. Emphasise using the side of the foot for control and sharing the ball to encourage teamwork.
- Organise a very simple, non-elimination competition (*Who can pass the ball 5 times without stopping? Or Who can kick the ball into the biggest target?*). Emphasise that the goal is to try your best and clap for everyone, regardless of the outcome.
- Have the children kneel and practice throwing a beanbag gently underhand to a partner, ensuring they understand the controlled movement from the knee position.
- Remind them: We only kick the ball with our feet, never with our hands (unless we are the goalie), and we never kick another person by accident.

Two-foot jumps

Unit objectives

By the end of this lesson, learners should be able to:

- a** jump
- b** identify the activity in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 48.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Chart/pictures showing children doing two-foot jumps.

Facilitator’s notes

- Use an energetic rhyme about bending knees and reaching the sky. Encourage learners to mime pushing their feet hard into the ground and landing softly like a feather.

- Practice the steps: (a) Bend knees (like sitting in a low chair). (b) Push up strongly with both feet at once. (c) Land softly on the balls of the feet, bending the knees again (this is the safe landing!). Emphasise jumping straight up, not forward.
- Display the picture of children jumping. Ask: “Are their feet together or separate?” Explain that a Two-foot jump means feet push off and land together for power and safety.
- Provide the drawing of the boys jumping. Instruct learners to use their crayons/pencils to colour very neatly. Emphasise the rule: “The color must stay inside the black line of the picture frame.” This reinforces controlled movement.
- Before colouring, remind them: Just like we control our bodies to land safely, we must control our hands to stay inside the lines.
- Practice the cue: “Squat, spring, soft landing!” This helps them internalise the three stages of a powerful, safe jump.

Topic 6

Creative process and performance

Music-high and low note sounds

Unit objectives

By the end of this lesson, learners should be able to:

- a name at least two animals.
- b imitate the sound of the animals.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 49.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Chart/pictures showing different animals.
- Video showing the animals making different sounds.
- Video player.

Facilitator's notes

- Start with an energetic rhyme about various animals. Encourage the children to make big, loud sounds for the rhyming animals (lion's roar, cow's moo) to prepare their ears and voices.
- Provide the cat sticker or cutout and glue. Instruct learners to carefully peel/cut and neatly paste the cat picture onto the designated space. Emphasise using only a little bit of glue for a tidy picture.
- Display pictures of animal groups (dog, rooster, elephant). Ask them to name the animals that make a loud, big noise. Have the children stand up and make a loud noise with their whole body to reinforce the volume.

- Display pictures of quiet animals (mouse, fish, butterfly, cat). Ask them to identify the animals that make a small, quiet noise. Have the children sit down and whisper or mime the quiet sound (the cat’s gentle *meow*) to practice control.
- Play a simple game: Say an animal’s sound. If it is loud (“Moo!”), the children must jump. If it is quiet (“Squeak”), they must freeze.

Music: Minim

Unit objectives

By the end of this lesson, learners should be able to:

- a** clap to taa-aa
- b** join the dots.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 50.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Music notes.
- Charts/pictures showing music note.
- Crayons
- Pencils

Facilitator’s notes

- Start with a simple, familiar song. Introduce the sound “taa-aa” to represent a long sound that lasts for two slow counts (1, 2). Practise singing words that naturally stretch over two beats (“mo-ther,” “zi-*mba*”).
- Practice clapping the minim beat. Instruct learners to clap once (on “taa”) and then keep their hands together/still for the second beat (on “aa”). Use slow, steady counting (1... 2...) to ensure they hear the length.
- Use a safe drum or instrument. Instruct them to hit the drum once (on “taa”) and then wait for the count of two (“aa”) before hitting again. Emphasise that the beat must be long and steady—*no double taps!*
- Provide a picture related to music or rhythm (a drum, a dancer). Instruct them to carefully join the dots to complete the shape. Use this as a calm-down activity, linking the steady rhythm practice to steady hand control and precision.

- Draw a long rectangle or dash on the board and point to the full length of it while they perform the “taa-aa” sound/clap/beat. This helps them visualise the length of the note.

Crotchet - (taa)

Unit objectives

By the end of this lesson, learners should be able to:

- a** join the dots.
- b** colour the item shown.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 51.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Music notes
- Pencils
- Colours
- Charts/pictures showing music notes.

Facilitator’s notes

- Start with a simple, energetic rhyme. Introduce the sound “taa” to represent a short, strong sound that lasts for one quick beat (1). Practise saying the word “taa” sharply.
- Instruct learners to march or step, taking one quick step for every “taa.” Use steady, quick counting (1, 1, 1, 1..) or a fast metronome beat. Emphasize lifting knees high while keeping the rhythm steady.
- Practice clapping the ‘taa’ beat. Instruct learners to clap once (on “taa”) and immediately prepare for the next clap. Ensure the claps are short, crisp, and steady, matching the quick, single beat rhythm.
- Provide a picture (a figure marching). Instruct them to carefully join the dots using steady hand control. Use this as a calm-down activity, linking the steady, controlled movement of their hands to the steady, controlled rhythm they practiced with their feet.
- Briefly compare the quick “taa” (one step) with the slow “taa-aa” (two steps) they may have learned previously, emphasising that ‘taa’ means FAST and SHORT.

Quaver (ta)

Unit objectives

By the end of this lesson, learners should be able to:

- a** colour the picture.
- b** identify the quaver note.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 52.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning Materials

- Music notes
- Crayons
- Chart/pictures showing a boy clapping and a quaver note.

Facilitator's notes

- Start with an energetic rhyme. Introduce the sounds “ta-te” to represent two quick, short sounds that must fit perfectly into one main beat (one count). Practise saying “ta-te” quickly and clearly.
- Instruct learners to clap twice quickly for every main beat. The first clap is ‘ta’, the second is ‘te’. Use a steady, slow count (1, 2, 3, 4) and practice fitting “ta-te” into each count. The two claps must be even and fast.
- Practice stepping to the rhythm. For every main beat, they must take two quick, small steps (one step on ‘ta’ and one step on ‘te’). Encourage them to use light, fast feet (like a quick little dance or running).
- Provide a picture related to rhythm or music. Use this as a calm-down activity. Encourage them to use controlled, light strokes when colouring, linking the steady hand control to the even rhythm of the ‘ta-te’ beat.
- Provide the sticker/cutout of the quaver note (or two joined quaver notes). Guide them to carefully paste the note, explaining that this shape shows the quick “ta-te” sound in written music.
- Briefly compare the rhythm: The crotchet (‘taa’) is like one big, slow stomp. The quaver (‘ta-te’) is like two small, fast steps.

Basic note values

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the items.
- b identify the odd ones out.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 53.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Music notes
- Chart/pictures showing music notes.

Facilitator's notes

- Use a rhyme to review the basic note lengths (rhythms): Taa (Crotchet/1 beat): Quick clap, one small step. Taa-aa (Minim/2 beats): Slow clap, big step (hold the second beat). Ta-te (Quaver/ $\frac{1}{2}$ beat $\times$ 2): Two quick taps, fast little steps. Have the learners step and clap the different rhythms as they sing.
- Preparation: Draw rows of simple visual patterns that represent the note values (short lines for 'Taa', long lines for 'Taa-aa', or two dots joined for 'Ta-te'). Instruction: Point to each item in the row. Have the class clap the rhythm for that item. The learners must find the one pattern that sounds different when clapped (the 'odd one out') and circle it neatly.
- When a learner circles an item, they ask the class to clap the rhythm of the *correct* items and then clap the rhythm of the *odd* item. This proves, using sound and movement, why the item doesn't fit the group.
- Before starting the circling activity, do a "Rhythm freeze" game: Call out "Taa-aa!" and the children must do the slow, steady movement for that length, then freeze until the next rhythm is called.

2D artefacts and artworks

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the domestic animals.
- b imitate the sound of each animal.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 54.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Play-dough
- Clay
- Animal models
- Charts/pictures of different animals.

Facilitator's notes

- Start with an energetic rhyme about various farm or wild animals. Encourage children to mime the movement and sound of each animal (stomping like an elephant, hopping like a rabbit) to warm up their bodies and voices.
- Display a picture card or chart showing different animals. Ask children to point and loudly name each animal. Discuss where these animals live (farm, bush/safari) to expand their general knowledge.
- Provide soft clay or dough. Encourage learners to roll, pinch, and flatten the material to create their favourite animal. Focus on the process: *Rolling* the body, *pinching* the ears, and *squashing* the legs. This is excellent for hand and finger strength.
- Provide the elephant sticker/cutout and glue. Instruct children to carefully paste the elephant picture onto the designated space. Remind them to be gentle and accurate, linking the size of the elephant to the importance of taking big, careful steps in the art process.
- After pasting, have the children make a loud elephant trumpet sound and take slow, heavy steps around the table (Physical Education element) to connect the movement back to the visual art.
- When using clay, remind the children to “wake up their thumb and pointer fingers” by giving them a little squeeze. This helps them understand which digits to use for precision shaping.

2D artefacts and artworks

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the items.
- b** name them and their functions.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 55.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Model hut
- Basket
- Crayons
- Chart/pictures showing a house and a basket.

Facilitator's notes

- Start with a simple, rhythmic rhyme about building/homes and carrying/storage. Encourage children to mime carrying a heavy basket on their head or building a sturdy wall.
- Display a picture showing a traditional hut (or home) and a woven basket. Guide the learners to point and name both objects clearly, explaining that these are important parts of community life.
- Ask: “What do people use a basket for?” Guide the discussion to include key uses: (a) Carrying food, fruits, or vegetables. (b) Storing dried goods or smaller items safely. (c) Carrying things to the market. Emphasise that baskets are strong and often made by skilled local people.
- Provide drawings of the hut and the basket. Use this as a calm-down activity. Encourage them to use earthy colours (brown, yellow, red) for the hut and basket, reflecting the materials used in construction.
- Practice “Basket balance” (Physical Education element): Have children walk slowly with a small book or block balanced safely on their head while holding their arms out. This mimics the careful movement needed when carrying heavy goods in a basket.

Visual arts

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the item.
- b state what each colour stands for on the flag.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 56.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bond papers
- Crayons
- Pencils
- Chart/pictures showing the Zimbabwean flag.

Facilitator's notes

- Play or lead the singing of the national anthem (*Simudzai Mureza wedu weZimbabwe* or *Kalibusiswe lizwe leZimbabwe*). Emphasise the importance of standing tall and still (PE element) during the anthem as a sign of respect for the country.
- Display a clear, large picture of the Zimbabwean flag. Ask learners to point out and name the basic colours they see: **red, yellow, green, black, white**. Ensure they correctly identify the red star and white triangle.
- Explain the meaning of the main colours simply:
- **Green:** The land, crops, and nature.
- **Yellow:** The wealth (minerals/gold) of the country.
- **Red:** The blood shed by heroes for freedom.
- **Black:** The people of Zimbabwe.
- **White (triangle):** Peace.
- Provide a black-and-white outline of the flag. Instruct learners to colour carefully, using the correct colours in the correct order:

Theatre games

Unit objectives

By the end of this lesson, learners should be able to:

- a** imitate the game.
- b** colour the picture as illustrated above.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 57.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Animal face masks.
- Acting platform.
- Crayons
- Chart/pictures showing masked children acting on stage.

Facilitator's notes

- Start with a lively rhyme that involves changing voices (loud vs. soft, high vs. low). Encourage children to use big facial expressions and exaggerated movements to match the words.
- Display a picture of actors wearing simple, expressive masks (happy, sad, animal). Ask them: “Does the actor’s face change? (No). How do they show the feeling?” (With their body and movement). Explain that the mask helps them become a different character.
- Ask: “What character would you like to be? (A strong lion, a fast car, a shy person).” Emphasise that acting means pretending and showing how others feel, which is fun and helps us understand friends.
- In small groups, encourage them to act out a simple, recent event (going to the park, sharing a toy). Encourage them to use big, clear movements (gestures, walking styles) because their characters might be wearing masks and cannot use their faces to talk.
- Provide the drawing of the masked actors. Use this as a calm-down activity. Encourage them to use bold, dramatic colours on the masks, reflecting the powerful, simple emotions masks represent.
- Practise “Mask mime” (Physical Education element): Ask them to show you “happy” using only their body (jumping, arms up) and “sad” using only their body (shoulders slumped, slow movement).

Storytelling

Unit objectives

By the end of this lesson, learners should be able to:

- a** tell what is happening in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 57.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Reed mats
- Crayons
- Story book
- Storyteller
- Chart/pictures showing a grandmother telling children a story.

Facilitator's notes

- Start with a soft, rhythmic rhyme about listening carefully and using our imagination. Encourage children to cup their hands around their ears (listening) and point to their heads (thinking) as they sing.
- Ask for a volunteer to share a very short, simple story (*What I did this morning*, or *A funny thing my pet did*). Guide them to use a clear beginning and end. Praise their loud, clear speaking.
- Display the picture of a grandmother/elder telling stories to children. Ask them: “Why is it special when *gogo/sekuru* tells a story?” Explain that elders share important history, lessons, and happy memories from the past.
- Ask the learners to think about a happy memory (a birthday, a successful game, a trip). Have learners share one sentence about their memory with a neighbor. This encourages positive emotional sharing and expressive language.
- Provide the drawing of the storytelling scene. Use this as a calm-down activity. Instruct them to colour neatly and emphasise staying within the frame's boundary, linking the act of listening quietly to the controlled movement of their hands.
- Practise “Story listener” (Physical Education element): When a child is talking, the rest of the class must sit still, look at the speaker, and make their bodies quiet. This reinforces respect for the speaker.

Pantomime

Unit objectives

By the end of this lesson, learners should be able to:

- a** discuss what is happening.
- b** imitate the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 59.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

Chart/pictures showing a pantomime.

Facilitator's notes

- Start with a quiet, rhythmic rhyme about using our hands and body to talk without using our voice. Encourage them to exaggerate their arm movements as they sing.
- Display the picture of a mime or pantomime artist. Ask them: “What is the actor doing? (Climbing a ladder, but there is no ladder!) What do they use to show us?” (Their hands, feet, and face). Explain that mime means acting without sound.
- Practise the mime moves shown in the picture: (a) The Wall: Have them gently push against an imaginary wall. (b) The rope: Have them tug on an imaginary heavy rope. (c) Walking in wind: Have them mime walking against very strong, invisible wind. Emphasise slow, deliberate, and clear movements.
- Explain that people use mime in shows, stories, and even daily life when they can't speak (trying to tell someone outside a window something). It is a way to tell a whole story just with the body.
- Provide a drawing of the mime figure. Use this as a calm-down activity. Encourage them to focus on coloring the clear lines and shapes of the mime's body, connecting this to the clear, precise movements of mime.
- Practise the classic “Invisible box” mime: Have children gently feel the imaginary sides of a box around them, showing the audience, they are trapped inside. This requires excellent hand control and focus.

Costumes and props

Unit objectives

By the end of this lesson, learners should be able to:

- a identify at least three items.
- b name the uses of the props.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 60.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Feathers
- Sticks
- Walking sticks
- Leg rattles
- Strings
- Crayons
- Glue
- Chart/pictures showing costumes and props.

Facilitator's notes

- Use a rhyme about dressing up and pretending (putting on a hat, finding a magic stick). Encourage dramatic, big movements (twirling, stomping, or sneaking) to warm up their bodies for acting.
- Explain simply: Costumes change *what we look like* (they help us become a different person or animal). Props are *things we hold* (like a basket or a fake sword) to help us tell the story and show the action.
- Provide drawings of simple costumes (a mask, a cape) and props. Instruct learners to color with bold, clear colors to make the items stand out. Remind them that costumes and props need to be easy to see from far away.
- In groups, use safe, locally available materials old fabric scraps, paper, cardboard, leaves). Guide them to create one simple prop (a flower, a paper hat, a shield from cardboard). Focus on sharing materials, safe cutting (with supervision), and clear design.
- Have learners act out a short scene using their new costume/prop. The child with the magic stick must walk and wave it like a wizard. The child with the animal mask must move and sound like that animal. This links art creation to expressive movement.

- Emphasise that being a great actor also means being a responsible helper; ensure all scrap materials are cleaned up immediately after the creative activity.

Dance- Movement and emotions

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the activity in the picture.
- b** imitate the activity.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 61.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Drums
- Leg rattles.
- Traditional dance attire
- Chart/pictures showing children performing traditional dance.

Facilitator's notes

- Start with a rhyme about feelings (happy, sad, excited, tired). Encourage children to move their bodies to show each emotion as they sing (happy dance is fast and light; sad dance is slow and heavy).
- Display the picture of children dancing to a traditional drumbeat. Ask them: “How does the drum make their bodies move?” Explain that the drumbeat is the heart of the dance and tell the dancers when to move and how fast.
- Practise two contrasting movements: (a) “Celebration dance”: Fast, high steps, and clapping (showing excitement). (b) “Tired Walk”: Slow, dragging steps (showing sadness/tiredness). Affirm that everyone can dance if they listen to the rhythm and use their imagination.
- Use a simple hand drum or clap a steady beat. When the facilitator taps slowly, the learners move slowly. When the facilitator taps quickly, the learners move quickly. This develops auditory processing and motor response.
- Briefly explain that this kind of dancing is part of Zimbabwean culture and is a way to celebrate and tell stories—it is important to respect the traditional movements.

Dance – Response to a variety of stimuli

Unit objectives

By the end of this lesson, learners should be able to:

- a** name what the children are doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 62.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bluetooth speaker
- Music
- Memory stick
- Phone
- Crayons
- Chart/pictures showing children dancing to music.

Facilitator's notes

- Use a rhyme that encourages movement freedom (“Shake your arms, wiggle your feet”). Ensure the rhyme has a clear, steady beat to set the foundation for dancing.
- Display the picture of children dancing freely to music. Ask them: “Are the children moving the same way? (No).” Explain that dancing is a way to show how the music makes them feel, they can choose their own movements.
- Play music with a clear, defined beat (a simple traditional or popular song). Encourage free-form movement, using the whole body: Locomotor: Practice skipping, hopping, and running to the rhythm. Non-locomotor: Practise bending, stretching, and shaking parts of the body.
- Provide the drawing of the children dancing. Use this as a calm-down activity. Encourage them to use flowing, bright colours and maybe even draw lines or swirls around the dancers to represent the movement and energy of the music.
- Give them a simple challenge: “When the music is loud, move like a giant; when the music is quiet, move like a mouse.” This helps them respond to dynamics.
- Remind them of the safe dancing rule: Keep a bubble of space around their body so they don’t accidentally bump or hurt a friend while moving.

Dancing for entertainment

Unit objectives

By the end of this lesson, learners should be able to:

- a** join the dots.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 63.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Pencils
- Bluetooth speaker
- Phone
- Chart/pictures showing a girl dancing.

Facilitator's notes

- Start with a popular or very silly, upbeat rhyme. Encourage children to sing loudly and smile, focusing on the feeling of joy and fun that music brings.
- Provide a dot-to-dot picture of the dancing girl. Instruct learners to carefully connect the dots in the correct numerical order. Emphasise the need for concentration and steady hand control to complete the drawing neatly.
- Use the completed drawing for coloring. Encourage them to use bright, happy colours that show the girl is enjoying her dance. Remind them to stay within the lines to practice precision.
- Play diverse music (fast, slow, high-energy). Guide the role-play by giving directions:
 - * Act like a happy dancing bird (light steps, flapping arms). Act like a serious soldier marching (strong, steady steps). Encourage them to use big, clear movements so others can easily guess their role.
- After coloring, ask the children to try to imitate the pose of the girl in their picture. This connects the static image (Arts) to the actual physical movement (Physical Education).
- Remind them that for role-play dancing, they must maintain their personal space and move so they do not bump into their fellow “actors.”
- Use clapping to signal different moods: Fast, light clapping means fun, wild dancing. Slow, heavy clapping means slow, controlled movements.

Topic 7

Aesthetic values and appreciation

Physical Education and Arts aesthetic values and appreciation

Unit objectives

By the end of this lesson, learners should be able to:

- a identify the person in the picture.
- b name what he was known for.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 64.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Bluetooth speaker
- Phone
- Guitar
- Crayons
- Videos showing Oliver Mtukudzi playing his guitar.
- Video player.
- Chart/pictures showing Oliver Mtukudzi playing his guitar.

Facilitator's notes

- Choose a simple, rhythmic, and upbeat song (Tuku's music is often called *Tuku Music*). Encourage children to sing along and feel the steady rhythm in their feet.
- Display a clear picture of Oliver Mtukudzi. Ask them: "Who is this great musician?" Explain that he is a beloved Zimbabwean hero who used his music to tell stories and bring happiness to people.
- Play an upbeat track. Encourage free, expressive dance. Guide them to move their shoulders, hips, and knees to the rhythm. Emphasise moving with energy and finding the *pulse* or *beat* of the music with their feet.

- Ask: “What other songs make you feel this happy?” Encourage each learner to name one song (or mime the dance for it). Affirm that music is a powerful means of sharing joy and energy.
- Provide the drawing of Oliver Mtukudzi. Use this as a calm-down activity. Instruct them to colour neatly and respectfully, emphasising staying within the frame’s boundary (precision) to honor the national figure.
- Use the drum or guitar rhythm in the music to practice alternating feet (stepping) and shaking shoulders simultaneously, which develops complex coordination.

Puppetry appreciation

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the animals in the pictures.
- b** colour the pictures.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 65.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Model rabbit
- Model tortoise
- Crayons
- Storybooks
- Chart/pictures showing a tortoise and a rabbit running.

Facilitator’s notes

- Use a gentle, rhythmic rhyme about small hands and puppets talking. Encourage children to wiggle one finger as if it were a puppet to warm up their hands for manipulation.
- Display pictures showing the key parts of the story (start, hare running fast, tortoise walking slow, tortoise winning). Guide learners to use simple hand puppets (or just their hands) to show the fast, bouncy movement of the hare and the slow, determined movement of the tortoise.

- In small groups, give them safe, simple puppets (sock puppets, paper bags). Guide them to make their puppet walk, talk, and move. The puppet's action must be clear and deliberate (slow for thinking, fast for excitement) because the audience cannot see the child's face.
- Explain the moral simply: The tortoise won because he was slow and steady (consistent). The hare was too fast and proud. The lesson is: Always try your best, be steady, and never boast!
- Provide pictures of the hare and the tortoise. Use this as a calming activity. Encourage them to use fast, bright colors for the hare (to show speed) and slow, careful colors for the tortoise (to show steadiness) to reinforce their personalities.
- Practise the physical contrast: Have learners run quickly like the hare for five steps (Physical Education) and then walk very slowly and deliberately like the tortoise for five steps (Physical Education) to physically internalise the difference in the characters.

Animation appreciation

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the animals in the picture.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 66.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Storybook
- Model animals
- Chart/pictures showing a rabbit and a baboon.
- Pencils
- Glue
- Bond paper
- Fabric

Facilitator's notes

- Use a rhyme about “making things jump and move” and “bringing drawings to life.” Encourage children to mime slow, choppy movements (like stop-motion animation) to feel the rhythm of change.
- Provide paper and pencils. Guide them to draw simple, clear shapes for the hare (tall ears, small body) and the baboon (longer arms, expressive face). Emphasise that the characters need to look unique and easy to move.
- Provide safe materials (paper bags, glue sticks, fabric scraps, wool). Help the learners cut out their drawn characters and glue them onto a paper bag (for a hand puppet) or stick (for a rod puppet). Focus on safe handling of glue and reinforcing the joints where the puppet will be held.
- Provide the drawing of the Hare and Baboon in the forest. Use this as a calm-down activity. Encourage them to use vibrant colours for the animals and natural colours (green, brown) for the forest, emphasising the animals' environment.
- Have the children use their finished puppets. Guide them to make the Hare jump fast and quickly and the baboon climb slowly and look around. This links art creation to the movement and brings the character to life.
- Before the activity, emphasise the rule: “Only glue on the paper, not on the table or our fingers!” This reinforces careful and precise handling of materials.

Topic 8

Physical Education and Arts technology

Physical Education and Arts technology equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a name the items shown.
- b state the use of at least two items.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 67.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Footballs
- Drums
- Racquets
- Tablets
- Crayons
- Chart/pictures showing different Physical Education and Arts technology equipment.

Facilitator's notes

- Use a rhyme about tools that help us play and learn (using a tablet to watch a dance video or using a ball to play a game). Encourage children to mime pressing a button and bounce a ball.
- Display a picture showing examples of simple Physical Education/Arts equipment (a ball, a tennis racquet, a tablet/phone). Have the learners point and name the equipment clearly, focusing on the correct sound and spelling.

- Discuss the purpose of each item: Ball/Racquet: Used for playing games and getting strong. Rule: Only use outside or far away from windows. Tablet/phone: Used for watching educational videos, listening to music, or taking pictures of artwork. Rule: Must be used sitting down and for only a short time.
- Provide the drawing. Instruct learners to work together (in pairs) to colour the ball and racquet neatly. Encourage them to share the crayons and talk about which colours they will use. This promotes cooperation in the arts.
- Provide the sticker/cutout of the tablet. Instruct them to carefully paste the image. Remind them that even small, special tools like a tablet need to be handled with gentle, steady hands (just like their colouring and pasting).
- Practise the “Careful hands” mime: Have children demonstrate how to gently hold a tablet with two hands and then how to hold a racquet correctly. This reinforces respect for the equipment.

Arts equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a name at least one item in the picture.
- b state the uses of the equipment.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 68.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Speakers
- LED lights
- Chart/pictures showing stage lights and speakers.

Facilitator’s notes

- Start with a lively rhyme about “tools that help us hear and see” (lights and speakers). Encourage children to mime holding a microphone (sound) and shining a light (vision) to warm up their imagination.
- Display a picture showing examples of stage lights (bright spotlights) and radio speakers (large boxes for sound). Guide learners to point and name them clearly. Explain that these are special tools for the Arts.

- Discuss the purpose of each item: (a) Speakers: They make music and voices loud so *everyone* in the room can hear the song or story clearly. (b) Stage lights: They make the stage bright and colorful so the audience can see the performance and the actors' actions clearly.
- Speakers: Explain that they make the sound big, but we must never touch them or put our ears right next to them (can hurt our hearing!). Stage Lights: Explain that they are very powerful and get extremely hot. We must not touch or climb near them. They are for the grown-ups to manage.
- Practice a simple game: When the facilitator taps a drum loudly (speaker on), learners dance with big movements. When the facilitator says, "Lights off" (or turns a real light off), learners freeze immediately and become quiet statues. This links the technology effect to movement control.

Physical Education equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the sport being played.
- b** identify at least two items.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 69.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Rugby ball
- Cricket bat
- Wicket keeper's gloves.
- Cricket hardball
- Racquet
- Tennis ball
- Crayons
- Chart/pictures showing girls playing hockey and sports equipment.

Facilitator's notes

- Use an energetic rhyme about things that help us play (balls, ropes, sticks). Encourage children to mime carrying a stick and bouncing a ball to prepare their bodies.
- Display the picture showing children playing hockey (or a similar stick/ball game). Ask them: “What do they use to hit the ball?” (A stick/racquet). Explain that hockey is a team game that needs good aim and speed.
- Point to the equipment in the picture (stick, ball, cones). Have learners work in pairs to whisper the names to each other. This promotes cooperation and clear naming of the tools.
- Discuss the use of the equipment: (a) Hockey stick: Used to push or hit the ball along the ground. (b) Rule: Never lift the stick high (can hurt a friend's head!) and only use it for the ball. (c) Cones: Used to mark the running lines or goals. (d) Rule: Never sit on or trip over the cones.
- Provide the drawing of the equipment (stick, ball). Instruct learners to work together to colour neatly, ensuring they use controlled strokes to stay within the lines. This links the control needed in art to the control needed when handling a hockey stick.
- Practise the “Safe stick” rule: Have learners hold an imaginary stick and practise keeping the curved end always near the ground. If they lift it too high, they must freeze.

Physical Education and Arts software

Unit objectives

By the end of this lesson, learners should be able to:

- a** name the animal in the picture.
- b** paint on tux paint.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 70.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Tablet
- Laptop
- Chart/pictures showing images of GoNoodle and Tux Paint.

Facilitator's notes

- Use a rhyme about screens, dancing, and drawing with a computer. Encourage children to mime typing with one finger and dance in front of a screen to warm up their hands and bodies.
- Goal: Use GoNoodle to guide structured movement. Setup: Facilitator needs a screen/projector and a large, safe space. Activity: Select a video focusing on jumping, balancing (standing on one leg), or coordination (clapping/stomping). Guide learners to follow the video's instructions carefully. Emphasise safe movement and soft landings.
- Goal: Introduce basic digital drawing tools. Setup: Ensure computers/tablets are set up with Tux Paint. Activity: Guide learners to create simple art using the software: (a) Lines: Practice drawing straight and wavy lines (fine motor control with the mouse/finger). (b) Colours: Use the fill tool to color shapes. (c) Stamps: Explore stamps for quick creative fun.
- Remind them of the rule: Look at the screen but watch your feet! Ensure learners have enough space so they do not bump into furniture or each other during energetic activities.
- Explain that using the mouse/finger to draw is like using a pencil — it needs slow, steady movement. This reinforces the link between physical tools and digital ones.

Topic 9

Physical Education and Arts enterprise

Careers in Physical Education

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify the physical education careers shown in the picture.
- b** colour the picture of the runner.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 71.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Outdoor environment
- Crayons
- Chart/pictures showing physical education careers.

Facilitator's notes

- Use a rhyme about people who run fast, teach games, and stay strong (“The coach helps us run and play, they are strong all day!”). Encourage children to mime training exercises (jumping jacks, stretching).
- Display a picture showing different Physical Education-related professions (a coach directing players, an athlete running in a race, a referee blowing a whistle). Have learners point and name the roles they see.
- Explain simply that a Physical Education career is a job where you help people use their bodies. Examples: (a) Coach: Teaches teams how to play games. (b) Athlete/runner: Plays sports professionally. (c) Gym teacher: Teaches kids how to be strong and healthy at school. Explain that strong bodies can lead to great jobs!

- Provide the drawing of the runner (athlete). Use this as a calm-down activity. Encourage them to use fast, dynamic colors (like streaks or bold outlines) to show the speed and dedication of an athlete.
- As they colour, Ask them: “Do you need a strong hand to be an artist? (Yes). Do you need strong legs to be a runner? (Yes).” This links art and Physical Education skills.
- Practise role-playing two jobs: (a) The “coach” tells everyone to touch their toes. (b) The “athlete” follows the instructions quickly. This reinforces the roles.

Career in the Arts

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what the woman is doing.
- b** colour the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 72.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Crayons
- Paint
- Bond paper
- Music instruments
- Charts/pictures showing children in a music lesson and a woman painting.

Facilitator’s notes

- Use a rhyme about people who draw, paint, sing, and play music (“The painter colours bright and bold, the singer tells an old story”). Encourage children to mime painting and playing a favourite instrument.
- Display a picture showing different Arts professions (a painter, a dancer, a musician, an actor). Have learners point and name the roles. Focus on what tool each person uses (paintbrush, guitar, voice).
- Explain simply that an Arts career is a job where you use your imagination and creativity to share beauty or stories. Examples: (a) Musician: Plays songs to make people happy. (b) Artist: Draws or paints pictures that people buy. (c) Dancer/actor/actress: Performs on stage. Explain that creative minds can lead to exciting jobs.

- Practise role-playing two jobs: (a) The “musician” pretends to play the *mbira* or *drum* with rhythm. (b) The “artist” pretends to paint a large, beautiful picture. This reinforces the tools and actions of each role.
- Provide the drawing of the group playing musical instruments. Use this as a calm-down activity. Encourage them to use vibrant colours for the clothes and instruments, reflecting the energy and joy of making music together.
- Remember to remind them that colouring neatly requires the same controlled movement as playing a musical instrument accurately.

Fundraising activities

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify what is happening in the picture.
- b** name the purpose of the activity.

Suggested teaching and learning resources

- Plus One Physical Education and Arts ECD B Workbook page 73.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Tables
- Cloth
- Model money
- Chart/pictures showing children doing a fundraiser.

Facilitator’s notes

- Use a rhyme about helping the community and sharing (“We will sing and we will play, to help a friend out today!”). Encourage children to mime giving or collecting items happily.
- Display a picture of a community fundraiser (people selling things or watching a show). Ask: “What are these people doing?” Explain that a fundraiser is a special event to collect money or resources to help someone who needs it or to help the school.
- Ask learners to share a simple, happy memory: “Did you ever go to a big event where people were helping?” Focus on the feeling of excitement and kindness when people gather for a good reason.

- Set up a simple activity. Learners can perform a short, rhythmic dance (Physical Education) or display a piece of artwork (Arts). Role-play: Use paper cutouts as “pretend money.” Have some learners act as “sellers/performers” and others as “donors.” Emphasise polite language (“Please help,” “Thank you”) and take turns in their roles.
- Remind them that the main goal of the mock activity is not money but cooperation and being polite when asking for help or when saying thank you.
- If using a performance for the mock fundraiser, focus on big, happy movements so the “donors” can clearly see the effort and joy in the performance.

Marketing sports and arts equipment

Unit objectives

By the end of this lesson, learners should be able to:

- a** identify at least two sporting equipment in the picture.
- b** name two pieces of art equipment in the picture.

Suggested teaching and learning resources

- PlusOne Physical Education and Arts ECD B Workbook page 74.
- Heritage-Based Curriculum (HBC) Physical Education and Arts Infant syllabus.

Suggested teaching and learning materials

- Tennis balls
- Footballs
- Racquet
- Guitar
- Drums
- Tables
- Model money
- Chart/pictures showing children marketing sports and arts equipment.

Facilitator’s notes

- Use a lively rhyme focused on displaying and describing items (“Show your best toys, show them well, tell the people why they sell!”). Encourage learners to mime holding and showing an object to the class.

- Display the picture showing equipment being marketed (bright display, signs). Ask: “What are the people doing to make you want to buy the equipment?” Explain that Marketing means showing why something is great (bright colours, useful purpose) so people want to buy it.
- Setup: Use real classroom equipment (balls, crayons, scarves, plastic drums) and pretend paper money. Role-play: Assign groups as “sellers” and “customers.” The sellers must use clear, persuasive voices (Arts) and confident, energetic gestures (Physical Education) to show off their product. Customers must use polite language (“Please,” “How much?”).
- Instruct the sellers to use big, exaggerated movements (bouncing the ball high, holding the paintbrush carefully) to clearly show the item’s use to the customers.
- Emphasise the rule: Customers must wait their turn patiently and use indoor voices when making a purchase.
- Have learners choose their favourite piece of equipment (the skipping rope, the paintbrush). Ask them to describe why they love it in one sentence. Example: “I love the ball because it helps me run fast!”