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**Education Crisis Response**



## **Enhanced Non-Formal Education (NFE) Curriculum For Basic Literacy.**

**Curriculum contents: Reading, Numeracy and Social and Emotional Learning**

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Reading Part						
Curriculum Units	Topics within the Unit	Performance Objectives	Content	Learning Activities	Learning/Instructional Materials	Evaluation
Pre-reading and pre-writing	<p>Holding a pencil or pen, forming shapes</p> <p>Concepts of print (which way to hold the book, directionality of print, line sweep, distinguishing print (the part you read) vs. pictures, knowing the beginning vs. end of book, page-to-page reading.)</p> <p>Listening skills</p>	<p>Learners should be able to use a writing implement and draw shapes</p> <p>Learners should demonstrate an understanding of concepts of print (directionality of print, holding a book with the text going in the right direction, etc.)</p> <p>Learners should demonstrate listening skills while the teacher reads aloud Learners connect written words with the communication of meaningful information and ideas</p>	<p>Writing implements Using printed materials</p>	<p>Holding writing implements Writing/drawing shapes and looking at children's print based materials (primer, etc.) Listening to stories</p>	<p>Chalk Chalkboard Pencils Paper Primers Story books Name cards (1 for each pupil)</p>	Observation
Recognizing and Manipulating Sounds	<p>Phonological Awareness: 1) alliteration and rhyme, 2) sentence segmentation, 3) syllable segmentation, 4) onsets and rimes,</p> <p>Phonemic awareness</p>	<p>Phonological Awareness: Learners can recognize rhyming words and make rhymes. Learners identify word boundaries in spoken sentences. Learners can clap out syllables in words. Learners can segment onsets from rimes in single syllable words.</p> <p>Phonemic Awareness: Learners are able to segment and blend individual sounds in words.</p> <p>Learners can identify the beginning, middle, and ending sounds in words.</p> <p>Learners can manipulate sounds in words to make new words.</p>	<p>Distinguishing syllables orally</p> <p>Rime and onset activities</p> <p>Blending and separating sounds in words in words</p>	<p>Repeating sentences and words orally</p> <p>Playing rhyming and onset-rime games</p> <p>Clapping out syllables</p> <p>Saying words slowly (separating) to hear all sounds and putting then blending the sounds back into a word</p>	<p>Chalk Chalkboard Picture cards Songs and poems Name cards (1 for each pupil)</p>	Listening and speaking
Connecting Sounds to Letters	<p>Phonics</p> <p>Alphabet Knowledge: Vowels Consonants</p>	<p>Learners are able to name each letter in the Hausa alphabet, recognize it in written form, hear and make its sound, and write it (upper and lower case).</p>	<p>All Hausa vowels, consonants, and diphthongs</p>	<p>Repeating letter sounds Identifying letters—names and sounds Writing letters</p>	<p>Chalk Chalkboard Picture cards Songs and poems Pencils Paper</p>	Hear, read, write and produce the sound of all letters in the Hausa alphabet

Reading Part						
Curriculum Units	Topics within the Unit	Performance Objectives	Content	Learning Activities	Learning/Instructional Materials	Evaluation
		<p>Learners understand that one spoken word matches one group of letters.</p> <p>Learners can locate the first and last letters of words in continuous text (recognize spaces between words)</p>		<p>Combining letters to form words</p> <p>Sounding out simple words</p>	<p>Alphabet chart</p> <p>Letter cards</p>	
Letters and Words in Print	<p>Sight Words</p> <p>Phonics: ]</p> <p>Basic decoding</p> <p>Word analogy</p> <p>Beginning writing</p>	<p>Pupils should automatically recognize (i.e., read on sight) words that appear often in their environment.</p> <p>Pupils should be able to sound out single syllable, regular words in their oral vocabularies</p> <p>Pupils can use parts of known words to help them decode other words (my/sky, tree/try) with that letter pattern.</p> <p>Pupils can write the sounds to represent single syllable words dictated to them.</p>	<p>Copying words</p> <p>Saying words</p> <p>Reading one- and two-syllable words with automaticity</p>	<p>Sight word fluency</p> <p>Decoding regular one- and two-syllable words</p> <p>Building word wall</p> <p>Writing sounds you hear (dictation)</p>	<p>Chalk</p> <p>Chalkboard</p> <p>Alphabet chart</p> <p>Letter cards</p> <p>Songs and poems</p> <p>Pencils</p> <p>Paper</p>	<p>Read simple words</p> <p>Write simple words</p> <p>Derive simple word meanings</p>
Word Study and Simple Sentences	<p>Phonics: Intermediate decoding</p> <p>Simple Sentences: Basic punctuation</p> <p>Recognizing and writing plurals</p> <p>Recognizing and writing gender marker</p> <p>Vocabulary and comprehension: Finding and using context clues to understand the meanings of new words</p>	<p>Pupils will decode 1- and 2-syllable words to read simple sentences.</p> <p>Learners will recognize and write plurals and masculine or feminine words correctly</p> <p>Learners will compose simple sentences, using 1- and 2-syllable words with correct gender markers, plural spellings, and punctuation.</p> <p>Learners will use context clues to understand the meaning of new words in a story.</p>	<p>Listening to stories</p> <p>Forming and writing short sentences</p> <p>Discussing how words are used in stories.</p> <p>Beginning use of context clues to understand the meaning of new words</p>	<p>Reading short sentences</p> <p>Reading comics, poems, songs and stories</p> <p>Reading the morning message on the board</p> <p>Writing; filling in blanks in sentences</p> <p>Building word wall</p> <p>Punctuating short sentences</p>	<p>Chalk</p> <p>Chalkboard</p> <p>Alphabet chart</p> <p>Letter cards</p> <p>Word cards (including prefix, infix and suffix cards)</p> <p>Songs and poems</p> <p>Stories</p> <p>Pencils</p> <p>Paper</p>	<p>Read simple sentences</p> <p>Write simple sentences</p>
Sentences and Short Paragraphs	<p>Reading Comprehension: Concept of a paragraph</p> <p>Oral Reading Fluency:</p>	<p>Learners will understand how sentences combine to form a paragraph with a central idea.</p>	<p>Stories</p> <p>Writing sentences</p>	<p>Playing with words</p> <p>Manipulating word parts</p> <p>Story reading</p>	<p>Chalk</p> <p>Chalkboard</p> <p>Alphabet chart</p> <p>Letter cards</p>	<p>Writing short paragraph</p>

Reading Part						
Curriculum Units	Topics within the Unit	Performance Objectives	Content	Learning Activities	Learning/Instructional Materials	Evaluation
	<p>Suffixes: Recognizing verb endings (to signify tense or person) Reading and writing words with suffixes</p> <p>Vocabulary and Writing: Recognizing and using adjectives in the comparative and superlative degrees</p>	<p>Learners will read short paragraphs with increasing automaticity and accuracy</p> <p>Learners will understand how to use suffixes to change the tense or person of word and to read words</p> <p>Learners will understand and write sentences with adjectives in the comparative and superlative degrees.</p>	<p>Reading for comprehension</p> <p>Explaining sentence and story meanings</p>	<p>Reading aloud</p> <p>Silent reading</p> <p>Sentence writing (short)</p>	<p>Word cards (including prefix, infix and suffix cards)</p> <p>Songs and poems</p> <p>Stories</p> <p>Pencils</p> <p>Paper</p>	<p>Reading short paragraph and answering questions of comprehension</p>
Writing for Expression	<p>Writing: Author's purpose</p> <p>Composing paragraphs</p>	<p>Learners will recognize when a paragraph was written to inform, entertain, or persuade.</p> <p>Learners will write a 3-sentence paragraph with correct spelling and varied word choice.</p>	<p>Writing sentences and paragraphs</p> <p>Reading sentences and paragraphs with fluency</p> <p>Reading for understanding</p>	<p>Silent reading of short paragraphs</p> <p>Sentence writing</p>	<p>Chalk</p> <p>Chalkboard</p> <p>Alphabet chart</p> <p>Letter cards</p> <p>Songs and poems</p> <p>Pencils</p> <p>Paper</p>	<p>Writing</p> <p>Reading orally and for comprehension</p>

## Numeracy Part

Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
Numbers	Numbers 1-9	Learners should be able to: *recognize Numbers 1-9 *read Numbers 1-9 *write Numbers 1-9	Numbers 1-9	*counting *identification *reading *writing *drills	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts *flash chart	Assess learners ability to: *recognize Numbers 1-9 *read Numbers 1-9 *write Numbers 1-9
	Number Zero (0)	Learners should be able to: *recognize Number 0 *read Numbers 0 *write Numbers 0	Introduction of the Number 0	*identification *reading *writing *games	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts *flash chart	Assess learners ability to: *recognize Number 0 *read Number 0 *write Number 0
	Numbers 10-99	Learners should be able to: *recognize *read *write Numbers 10-99	Numbers 10-99	*identification *categorization *practice drill *reading *writing	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts *flash chart *bottle tops *calendar etc.	Assess learners ability to: *recognize Numbers 10-99 *read Numbers 10-99 *write Numbers 10-99
	Numbers 100-999	Learners should be able to: *recognize *read *write Numbers 100-1000	Numbers 100-999	*identification *categorization *practice drill *reading *writing	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts *flash cards *calendar	Assess learners ability to: *recognize Numbers 100-999 *read Numbers 100-999 *write Numbers 100-999
	Numbers 1000-9999	Learners should be able to: *recognize *read *write Numbers 1000-9999	Numbers 1000-9999	*identification *categorization *practice drill *reading *writing	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts *flash cards *calendar	Assess learners ability to: *recognize Numbers 1000-9999 *read Numbers 1000-9999 *write Numbers 1000-9999
	Numbers as labels	Learners should be able to: *identify and associate numbers given to represent items/objects in a list up to 20	Itemizing and associating numbers up to 20 Associating numbers to months of the year	<ul style="list-style-type: none"> <li>• Arranging</li> <li>• Matching</li> <li>• Categorization</li> </ul>	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts Calendar *flash cards	Assess learners ability to: * match numbers given to represent items/objects in a list up to 20 * arrange objects/items into numbers assigned to them.
	Odd and even Numbers	Learners should be able to: <ul style="list-style-type: none"> <li>• Identify even numbers up to 20</li> <li>• Identify odd numbers up to 19</li> </ul>	Even and odd numbers between 1-20	Sorting identification *categorization *reading	*chalkboard *chalk *stones, bottle tops, sticks etc. *charts	Assess learners ability to: * identify, sort , read, write odd and even numbers up to 20

## Numeracy Part

Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
				*writing number game	Calendar *flash cards	
	Factors and multiples	Identify the factors of 1,2, 3, ..., 20  Identify multiples of 1,2,3,4,5 & 10	Factors of 1,2, 3, ..., 20 Multiples of 1,2,3,4,5 & 10	Identification Writing Reading Number game	chalkboard *chalk *stones, bottle tops, sticks etc. *charts Calendar *flash cards	Assess learner’s ability to list: Factors of 1,2, 3, ..., 20 Multiples of 1,2,3,4,5 & 10
	Fractions	Identify $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects	$\frac{1}{2}$ and $\frac{1}{4}$	Identify Demonstrate	chalkboard *chalk *orange, bread etc. *charts *flash cards	Assess learner’s ability to : Identify $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects
Basic operations	a)Addition	Learners should be able to <ul style="list-style-type: none"> <li>Recognize the addition sign [ + ]</li> <li>Add single digits</li> <li>Add double digits</li> <li>Add three-digit numbers</li> <li>Give meaningful estimate of sums</li> </ul>	Addition [+] *Single digits, *Double digits *Three digits *addition with carrying (decomposing e.g. $18+6=10+8+6=24$ )	*Explanation * practice drill *Reading *Copying *Demonstration *Identification	*Charts *Flash cards *Chalkboard * Exercise books *Texts *Stones, bottle tops, sticks etc.	Assess learners ability to ; *recognize the addition sign, *add simple digits, *add double digits *add three digits.
	b) Subtraction	Learners should be able to ; *recognize the subtraction sign[-] *subtract single digits , *subtract double digits *subtract three digits.	*subtract sign [-] * subtraction without borrowing *subtraction with borrowing e.g. $\begin{array}{r} T \quad U \\ 1 \quad 3 - \\ \underline{\quad 9} \\ \quad 4 \end{array}$	* Discussion * practical drill *Reading *Copying *Demonstration	*Chalkboard *charts * Flash cards * Stones, bottle tops, sticks etc.	Assess learners ability to ; *Recognize the subtraction sign, * Subtract single digits *Subtract double digits *Subtract three digits.
	C) Multiplication	Learners should be able to *recognize the multiplication sign [x] * use the multiplication table Give meaningful estimate of products	*Multiplication Sign [x] *single digits *Double Digits *Multiple Digits	*Discussion *Categorization *Practice drill *Reading *Copying *Identification *Demonstration	*Chalkboard *Charts / multiplication table * Cards * Real object *Exercise books *pupils’ texts	Assess learners ability to ; *Recognize the multiplication Sign, *Use the multiplication table *Use digit multiplication.
	d) Division	Learners should be able to: *recognize the division sign() *divide one digit number by another State the remainder in divisions of one digit number by another	Division: *division sign(-) *division without remainder *division with remainder	*Discussion *Categorization *Practice drill *Reading *Copying	*Chalkboard *Charts *flashcard * Real object *chalk	Assess learners ability to ; *Recognize the division sign *divide numbers and digits

## Numeracy Part

Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
		Give meaningful estimate of simple division				
Money	Nigerian currency	Learners should be able to: *identify the naira and kobo symbols *state naira and kobo denominations	Nigerian currency *Naira(₦) *Kobo(K)	*Discussion *Categorization *Practice drill *Reading *Copying *identification	*naira notes *coins *Chalkboard *Charts *flashcard *chalk	Assess learners ability to: *identify the naira and kobo symbols *state all Nigeria currency denominations
Measurement	Standard unit of measurements	Learners should be able to: <ul style="list-style-type: none"> <li>Identify the standard unit of measurements for time, length, mass and capacity</li> </ul>	Unit of measuring time - seconds length- meters mass- kilogram capacity- liter	discussion identification	Chalkboard *Charts *flashcard *chalk Meter rule Clock scale containers	Assess learners ability to:  Identify and associate the units with quantity and symbols
	Time	Learners should be able to: *recognize unit of time *state the relationship among unit of time	Time : *seconds *minutes *hours *days *weeks *months *year	*Discussion *role playing *practice drill *identification *demonstration	*watches *clocks *charts *calendars *chalkboard *chalk	Assess learners ability to: *recognize unit of time *state relationship among units of time *tell time correctly
	Distance	Learners should be able to: *recognize units of length in metric system. *measure length	Length measurement: *millimeter *centimeter *decimeter *meter *kilometer	*Discussion *measurement *copying *practice drill *identification *demonstration	*rulers *tape *rule *ropes *metric table *chalkboard *chalk *measurement table	Assess learners ability to: *recognize unit of length in the metric system *measure length of common objects
Geometric Shapes	3D and 2D Shapes	Learners should be able to: Mention solid shapes in homes and environment  Sort out cubes, cuboids, cylinders and spheres  Identify and name cubes, cuboids, cylinders and spheres	3D Shapes: cubes, cuboids, cylinders and spheres 2D Shapes: square, rectangle and circle	*identification *demonstration Sorting Naming Matching	*chalkboard *chalk Objects from home and environment Building blocks	Assess learners ability to:  Mention solid shapes in homes and environment  Sort out cubes, cuboids, cylinders and spheres

## Numeracy Part

Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
		Identify a square, a rectangle and a circle  Match and name a square, a rectangle and a circle  Distinguish between squares and rectangles  Mention square , rectangular , circular shapes found in homes and environment				Identify and name cubes, cuboids, cylinders and spheres  Identify a square, a rectangle and a circle  Match and name a square, a rectangle and a circle  Distinguish between squares and rectangles  Mention square , rectangular , circular shapes found in homes and environment
Statistics	Data in list and table	Learners should be able to:  Read and interpret information from tables  Read and represent information on pictogram	Data in list and table (items and numbers) Pictogram	Identify Interpret Read Count	Chalk Chalk board Cardboards Charts	Assess learners ability to : Read and interpret information from tables  Read and represent information on pictogram

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
Introduction to Classmates and Classroom Norms	Introduction to Classroom	<ul style="list-style-type: none"> <li>- Name their classmates</li> <li>- Describe the ways that people are similar and different</li> <li>- Describe oneself using several basic characteristics, abilities and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize and appreciate individual and group similarities and differences</li> <li>- Develop positive self-concept / identity and confidence</li> <li>- Cultivating working memory</li> </ul>	<ul style="list-style-type: none"> <li>- Healing Classrooms Introduction</li> <li>- Sharing objects about oneself</li> <li>- Drawing and sharing pictures of self, likes, achievements</li> </ul>	<ul style="list-style-type: none"> <li>- Healing Classrooms Guide</li> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Observation of classmate interaction</li> <li>- Reciting all classmates' names</li> </ul>
	Classroom concepts and rules / safe space	<ul style="list-style-type: none"> <li>- Listen respectfully (culturally and age appropriate eye contact, nodding, asking clarifying questions) to the thinking of others and share your own thoughts</li> <li>- Listen respectfully (culturally and age appropriate eye contact, nodding, asking clarifying questions) to the thinking of others and share your own thoughts</li> <li>- Demonstrate ability to remember classroom norms</li> <li>- Understand safety requirements in classroom</li> <li>- Discuss and create classroom and school rules</li> <li>- Follow classroom and school rules</li> <li>- Describe the consequences of breaking school or classroom rules</li> <li>- Demonstrate raising hand and waiting to be called on before speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Learning to listen</li> <li>- Cultivating working memory</li> <li>- Classroom Safety</li> <li>- Following directions</li> <li>- Learning to listen</li> <li>- Recognize and appreciate individual and group similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- Healing Classrooms Introduction</li> <li>- Sharing "classroom norms"</li> <li>- Partner listening and sharing back to the group</li> <li>- Co-creating classroom rules</li> <li>- Discussing reasons for rules</li> <li>- Discussing consequences of breaking rules</li> </ul>	<ul style="list-style-type: none"> <li>- Healing Classrooms Guide</li> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Flipchart paper / poster board</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Follow classroom rules</li> <li>- Describe consequences of breaking rules</li> </ul>
	Executive Function	<ul style="list-style-type: none"> <li>- Identify strategies for focusing attention</li> <li>- Identify classroom distractions</li> <li>- Use positive self-talk to stay focused and on task</li> <li>- Demonstrate ability to form a line and a circle without making noise as part of a group</li> <li>- Demonstrate muscular coordination, control and balance (hand-eye coordination, arm-eye coordination,</li> </ul>	<ul style="list-style-type: none"> <li>- Following directions</li> <li>- Focusing attention</li> <li>- Develop inhibitory / impulse control</li> </ul>	<ul style="list-style-type: none"> <li>- Ten Ten (local game)</li> <li>- Langa (local game)</li> <li>- Simon says</li> <li>- Yoga activities</li> <li>- Card games requiring fast responses (Spit, etc)</li> <li>- Jump rope games</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Jump Rope</li> <li>- Playing Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate use of self-talk and other focusing strategies</li> <li>- Form a line and circle</li> </ul>

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
		hand steadiness, finger steadiness, finger dexterity)				
	Working Memory	<ul style="list-style-type: none"> <li>- Apply attention, memory, and impulse control skills in a brain-building game</li> <li>- Demonstrate ability to hold information in ones' short-term memory and utilize it in an activity</li> </ul>	<ul style="list-style-type: none"> <li>- Cultivating working memory</li> </ul>	<ul style="list-style-type: none"> <li>- Memory games (with cards, etc)</li> <li>- Mental math practice</li> <li>- "repeat after me" songs</li> <li>- Crossword puzzles</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Playing Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Memory games</li> <li>- Use recently learned information in a task</li> </ul>
	Setting Goals	<ul style="list-style-type: none"> <li>- Describe why learning is important in helping students achieve personal goals</li> <li>- Set personal and academic goals</li> <li>- Understand timeline and progression of events in a story</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing steps and information in a logical manner</li> <li>- Demonstrate skills related to achieving personal and academic goals</li> </ul>	<ul style="list-style-type: none"> <li>- Setting classroom goals</li> <li>- Setting individual academic goals – drawing pictures; writing a letter to yourself at the end of the year</li> <li>- Puzzles</li> <li>- Putting events in a story in order</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Puzzle</li> </ul>	<ul style="list-style-type: none"> <li>- Develop a goal and action plan</li> <li>-</li> </ul>
Feelings and Emotions	Defining and understanding emotions and feelings	<ul style="list-style-type: none"> <li>- Explain meanings of feelings and emotions (happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love)</li> <li>- Identify different types of emotions</li> <li>- Express how they think and feel when they are hurt</li> <li>- Express how they think and feel when they are happy</li> <li>- Express how they feel without hurting others</li> </ul>	<ul style="list-style-type: none"> <li>- Identify concept and types of emotions</li> <li>- Develop awareness of your own emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying emotions based on faces</li> <li>- Using "I feel..." statements</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Face cards</li> </ul>	<ul style="list-style-type: none"> <li>- Match emotions to face cards</li> <li>- Define emotions</li> <li>- Categorize good and bad emotions</li> </ul>
	Controlling your emotions	<ul style="list-style-type: none"> <li>- Identify ways of controlling emotions</li> <li>- Demonstrate the various ways of controlling impulsive behavior</li> <li>- State the advantages of controlling emotions / impulsive behavior</li> </ul>	<ul style="list-style-type: none"> <li>- Identify actions for controlling emotions within local norms</li> <li>- Demonstrate and practice ways of controlling emotions</li> <li>- Develop inhibitory / impulse control</li> </ul>	<ul style="list-style-type: none"> <li>- Practicing belly-breathing (yoga)</li> <li>- Practicing counting to 10</li> <li>- Practicing taking time out / taking water</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate three emotion regulation behaviors</li> <li>-</li> </ul>
	Others' Feelings	<ul style="list-style-type: none"> <li>- Name and identify feelings of others</li> <li>- Use physical, verbal and situation clues to determine what others are feeling</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> </ul>	<ul style="list-style-type: none"> <li>- Roleplays / case studies of identifying others' emotions and their emotional responses</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Matching emotions to face cards</li> <li>- Identify emotions in scenario</li> </ul>

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
		<ul style="list-style-type: none"> <li>- Demonstrate that people can have different feelings about the same situation</li> <li>- Respect the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize and appreciate individual and group similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- Writing or drawing stories identifying others' emotions and their emotional responses.</li> </ul>		
	Developing Empathy	<ul style="list-style-type: none"> <li>- Define empathy</li> <li>- Identify and demonstrate ways to show empathy for others</li> <li>- Demonstrate the ability to take someone else's perspective</li> <li>- Demonstrate respect for the property of others</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> <li>- Recognize and appreciate individual and group similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>- Roleplays / case studies of identifying others' emotions and their emotional responses</li> <li>- Discussing empathy</li> <li>- Matching faces to feelings (cards)</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Face Cards</li> </ul>	<ul style="list-style-type: none"> <li>- Observe students modelling empathy and perspective-taking behavior</li> </ul>
Actions and Reactions	How my actions affect others	<ul style="list-style-type: none"> <li>- Understand that their actions have reactions</li> <li>- Identify actions that can create problems for others</li> <li>- How to respond to someone when you don't agree with what they say or do</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding consequences as a result of actions</li> <li>- Identify problems</li> </ul>	<ul style="list-style-type: none"> <li>- How do you feel after a fight with your classmate?</li> <li>- Call a few students to tell you some common problems in the classroom</li> <li>- Role-plays practicing responses</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Match reactions to actions</li> <li>- Demonstrate appropriate responses in role-play</li> </ul>
	How I can change how my actions affect others	<ul style="list-style-type: none"> <li>- List five (5) actions used locally to control emotions</li> <li>- Reflect on strategies used to achieve more positive responses from others</li> <li>- Analyse how they might have done better in a situation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify actions for controlling emotions within local norms</li> <li>- Self-reflection and improvement</li> </ul>	<ul style="list-style-type: none"> <li>- Reflecting on personal actions and reactions</li> <li>- Scenarios where ones actions affect others</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate locally appropriate emotion regulation behaviour</li> <li>- List possible responses to various behaviours</li> </ul>
	Tolerance	<ul style="list-style-type: none"> <li>- Demonstrate the ability to respect the rights of self and others</li> <li>- Demonstrate the knowledge of how ethical, safety and social norms affect decision-making behaviour</li> <li>- Identify and perform roles and behaviours that contribute to personal and classroom well-being</li> </ul>	<ul style="list-style-type: none"> <li>- Consider ethical, safety and societal factors in making decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion on tolerance of different groups</li> <li>- Developing group understanding and acceptance</li> <li>- What are the roles in our society? Labelling pictures of different people with their roles</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Pictures of community members</li> </ul>	<ul style="list-style-type: none"> <li>- Define rights and responsibilities</li> <li>- Label roles in the community</li> </ul>
	How my decisions affect others	<ul style="list-style-type: none"> <li>- Identify a range of decisions that are made by students, adults and community</li> <li>- Demonstrate appropriate initiative and independence in actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Organizing steps and information in a logical manner</li> <li>- Avoiding negative interactions and negative peer influence</li> </ul>	<ul style="list-style-type: none"> <li>- Ask students to tell you what decision-making means.</li> <li>- Have students create a list of all decisions they</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Choose your own adventure cards</li> </ul>	<ul style="list-style-type: none"> <li>- Match decisions with who makes that decision</li> <li>- Observe appropriate decision-making behaviour</li> </ul>

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
				<ul style="list-style-type: none"> <li>make in one day and share with the class</li> <li>Create a “choose your own adventure” where students can make their own decisions at each step.</li> </ul>	<ul style="list-style-type: none"> <li>Flip chart paper / poster board</li> </ul>	
Making Friends	Who is a friend	<ul style="list-style-type: none"> <li>Identify family, peers, school and community strengths</li> <li>Explain how family, peers and community members can support school</li> <li>Identifying who is a friend</li> </ul>	<ul style="list-style-type: none"> <li>Recognize external supports</li> <li>Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> <li>Forgiveness</li> <li>Avoiding negative interactions and negative peer influence</li> </ul>	<ul style="list-style-type: none"> <li>Drawing your friends</li> <li>Selecting friend characteristics out of a pool of characteristics</li> <li>Identifying people who support you – write a letter to thank them; draw a picture about how they support you; etc.</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> <li>Chalk</li> <li>Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>Describe appropriate behaviours of a friend</li> </ul>
	How to make friends	<ul style="list-style-type: none"> <li>Identify component of successful conversation</li> <li>Identify ways to work and play with others</li> <li>Describe ways that people are similar and different</li> <li>Demonstrate how to work effectively with those who are different from oneself</li> </ul>	<ul style="list-style-type: none"> <li>Work and play effectively with others</li> <li>Recognize and appreciate individual and group similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Practicing conversation strategies</li> <li>Identify similarities and differences in a chart</li> <li>Understanding how all humans have the same needs, so we treat everyone as we want to be treated</li> <li>Practicing group work</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> <li>Chalk</li> <li>Chalk board</li> <li>Similarities / Differences Chart</li> </ul>	<ul style="list-style-type: none"> <li>Observation of effective conversation initiation and continuation</li> <li>Observation of effective work and play with peers</li> </ul>
	Maintaining good friendships	<ul style="list-style-type: none"> <li>Demonstrate the ability to take someone else’s perspective</li> <li>Respond to the feelings and facial expressions of others</li> <li>Identify ways to build positive relationship with peers</li> <li>Demonstrate the ability to respect the right of self and others</li> <li>To have the ability to care, forgive, share and cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> <li>Recognize and appreciate individual and group similarities and differences</li> <li>Use communication and social skills to interact effectively with others</li> <li>Tolerance – consider ethical, safety and societal factors in making decisions</li> </ul>	<ul style="list-style-type: none"> <li>Practice caring, sharing, forgiving, cooperating behaviors</li> <li>Pair work identifying each other’s needs</li> <li>Discussion on human rights</li> </ul>	<ul style="list-style-type: none"> <li>Paper</li> <li>Markers</li> <li>Chalk</li> <li>Chalk board</li> <li>Face Cards</li> </ul>	<ul style="list-style-type: none"> <li>Respond to a scenario appropriately</li> <li>Demonstrate sharing and cooperation</li> </ul>

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
	Avoiding negative peer pressure	<ul style="list-style-type: none"> <li>- Identify factors that makes a situation unsafe</li> <li>- Demonstrate ways to resist negative peer pressure</li> <li>- Practice saying no in unsafe situations</li> <li>- Understanding where to get support in unsafe situations</li> </ul>	<ul style="list-style-type: none"> <li>- Avoiding negative interactions and negative peer influence</li> <li>- Being assertive</li> </ul>	<ul style="list-style-type: none"> <li>- Practicing strategies for saying no</li> <li>- Reading stories about negative peer pressure</li> <li>- Scenarios for avoiding unsafe situations</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> <li>- Stories about peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>- List factors that make a situation unsafe</li> <li>- Demonstrate appropriate resistance of negative peer pressures</li> </ul>
Taking Control	Positive Self Identify	<ul style="list-style-type: none"> <li>- Describe oneself using several basic characteristics, abilities and accomplishments</li> <li>- Describe personal skills and interests that one wants to develop</li> </ul>	<ul style="list-style-type: none"> <li>- Develop positive self-concept / identity and confidence</li> <li>- Demonstrate and practice ways of controlling emotions</li> <li>- Develop inhibitory / impulse control</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing a picture of self with characteristics</li> <li>- Play “huggy bear” with self-characteristics (instead of numbers)</li> <li>- “I spy” with characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Describe self characteristics</li> <li>- Describe interests</li> </ul>
	Making your own decisions	<ul style="list-style-type: none"> <li>- Identify a range of decisions that are made by students, adults, and communally</li> <li>- Show appropriate initiative and independence in actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>- Focusing attention</li> <li>- Avoiding negative interactions, bullying and negative peer influence</li> <li>- Apply decision-making skills to deal responsibly with daily situations</li> </ul>	<ul style="list-style-type: none"> <li>- Choose your own adventure</li> <li>- Matching decisions with who makes them</li> <li>- Role-plays</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate appropriate behaviour and initiative in decision-making within the class setting</li> </ul>
	Long Term Goal – setting	<ul style="list-style-type: none"> <li>- Set personal and academic goals</li> <li>- Identify strategies to reach goals</li> <li>- Divide goals into manageable steps</li> <li>- Follow steps to meet personal and academic goals</li> <li>- Understand realistic goals and hopes for the future, including potential challenges</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate skills related to achieving personal and academic goals</li> <li>- Cognitive flexibility</li> <li>- Develop a sense of hope for the future</li> </ul>	<ul style="list-style-type: none"> <li>- Set goals</li> <li>- Developing plans for achieving goals</li> <li>- Activities around “what you want to be when you grow up”</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Develop realistic goals and manageable plan to reach goals</li> </ul>
	Being Assertive	<ul style="list-style-type: none"> <li>- Identify assertive posture and tone of voice</li> <li>- Demonstrate assertive communication skills in response to scenarios</li> <li>- Determine which adult to ask assertively for help in response to scenarios</li> <li>- Practice saying “no” in unsafe situations</li> </ul>	<ul style="list-style-type: none"> <li>- Develop assertive behaviour</li> <li>- Develop positive self-concept / identity and confidence</li> <li>- Avoiding negative interactions and negative peer influence</li> </ul>	<ul style="list-style-type: none"> <li>- Role-plays</li> <li>- Scenarios</li> <li>- Practicing assertive responses</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate assertive responses to scenarios</li> <li>-</li> </ul>

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
		- Demonstrate ways to resist negative peer pressure (using problem-solving steps & assertiveness)				
	Improving group dynamics	- Use appropriate strategies to enter and exit from group play and activities - Evaluate ways to include everyone in group activities	- Avoiding negative interactions and negative peer influence - Ability to address conflict among groups	- Kings ball (local game) - Team ball games - Collective games working toward a goal	- Paper - Markers - Chalk - Chalk board - Ball	- Demonstrate appropriate inclusive behaviour in play
Conflict Resolution	What is conflict?	- Identify problems and conflicts commonly experienced by peers - Use words to describe problems presented in scenarios	- Identifying problems	- Scenarios - Stories - Reading and reflection	- Paper - Markers - Chalk - Chalk board - Conflict Resolution Stories	- Describe (verbally or written) common problems and conflicts experienced by peers - Identify and describe problems in a story
	Causes and effects of conflict	- Describe causes and consequences of conflicts - State a problem without blaming anyone	- Understanding consequences as a result of actions - Use communication and social skills to interact effectively with others - Tolerance – consider ethical, safety and societal factors in making decisions	- Matching causes and effects in conflict settings - Determining if various scenarios could lead to conflict	- Paper - Markers - Chalk - Chalk board	- State personal problems without placing blame - Outline a problem from cause through consequences
	Ways of addressing conflict	- Identify approaches to resolving conflicts constructively (three step approach: stop, think, act) - Generate multiple solutions showing creativity and persistence seeking to problems presented in scenarios - Analyse and select a reasonable and fitting solution that is safe and respectful - Identify skills that are used in conflict resolution	- Recognize, accept and respond to the feelings and perspectives of others (empathy) - Use communication and social skills to interact effectively with others - Tolerance – consider ethical, safety and societal factors in making decisions - Forgiveness - Generating solutions - Knowledge of conflict resolution behaviours	- Brainstorming conflict resolution strategies - Scenarios - Developing a skill tree for conflict resolution and problem solving	- Paper - Markers - Chalk - Chalk board	- Describe multiple solutions to a single problem - Select correct solution to a problem (multiple choice or free response) - List necessary skills for conflict resolution

SOCIAL AND EMOTIONAL LEARNING (SEL) PART						
Unit	Topic	Performance Objective	Content	Learning Activity	Learning\Instructional Materials	Evaluation
	Avoiding / Addressing conflict	<ul style="list-style-type: none"> <li>- Accept responsibility for their actions by admitting, apologizing, and offering to make amends</li> <li>- Create a plan to carry out a solution to a problem and explain the purpose of the plan</li> <li>- Apply the problem-solving steps to conflicts among peers</li> <li>- Define and differentiate sharing, trading and taking turns as fair solutions when two students want to play with the same thing</li> </ul>	<ul style="list-style-type: none"> <li>- Develop inhibitory / impulse control</li> <li>- Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> <li>- Use communication and social skills to interact effectively with others</li> <li>- Tolerance – consider ethical, safety and societal factors in making decisions</li> <li>- Forgiveness</li> <li>- Being assertive</li> <li>- Implementing conflict resolution behaviours</li> <li>- Ability to address conflict among groups</li> </ul>	<ul style="list-style-type: none"> <li>- Scenarios</li> <li>- Writing apology letter to someone you have hurt</li> <li>- Developing problem action plans</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Respond appropriately to consequences in scenario / role-play</li> <li>- Describe process for avoiding a conflict when a problem arises</li> </ul>
	Bullying	<ul style="list-style-type: none"> <li>- Identify bullies</li> <li>- Identify strategies for dealing with bullying</li> <li>- Understand the role of a bystander as part of the problem or the solution</li> </ul>	<ul style="list-style-type: none"> <li>- Avoiding negative interactions and negative peer influence</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing bullying and labeling what kind of bullying</li> <li>- Discussion – when joking turns to bullying</li> <li>- Role-play/scenarios on how to address bullying – as a victim and as a bystander</li> </ul>	<ul style="list-style-type: none"> <li>- Paper</li> <li>- Markers</li> <li>- Chalk</li> <li>- Chalk board</li> </ul>	<ul style="list-style-type: none"> <li>- Respond appropriately to bullies in a scenario</li> <li>- Describe the traits of a bully</li> </ul>