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**Education Crisis Response**



**Enhanced Non-Formal Education (NFE)  
Scope and Sequence (Scheme of Work) for Basic Literacy**

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## Introduction

### How to use the Non-Formal Education (NFE) Scheme of Work (Scope and Sequence)

This page provides a brief guide to the facilitators on how to use the Education Crisis Response (ECR) Enhanced Non-Formal Education (NFE) Scope and Sequence. This Scope and Sequence provides learning facilitators with the contents to be taught and the order in which they are to be taught. It provides description of topics, skills, objectives and activities which are essential for building enriched lesson in Reading, Numeracy and Social Emotional Learning (SEL).

Understanding the structure of the NFE Scheme of Work (Scope and Sequence)

The ECR Scope and Sequence for Reading, Numeracy and SEL are structured to have Lesson #, Topic, Skill/Knowledge, Learning Objectives/Sub-Competencies and Sample Activities.

**Lesson # (number)** is the order in which the lessons will be taught, in terms of contact day.

**Topic** is the content or sub content to be learned in a lesson.

**Skills/knowledge** is the expected learning outcome, learned ability and information to have been gained by the learner(s) by the end of a lesson.

**Learning Objectives/Sub-Competencies** \_describes what the learners should be able to do after the lesson has been taught

**Learning Activities** provide series of activities (tasks) to be completed or carried out by facilitator(s) or learner(s) during the lesson.

### Teaching lessons using NFE Scheme of Work (Scope and Sequence)

The NFE Curriculum Scope and Sequence is divided into 3 parts – Reading, Numeracy and Social Emotional Learning (SEL). Facilitators should carefully observe the total number of lessons to be covered within the duration of Basic Literacy program. There are 39 lessons to be taught in the Reading part; 29 in Numeracy and 36 in Social Emotional Learning. These lessons will be taught in sequence which they appear in the tables below. For example, in a particular week, say week #1, a facilitator is expected to make 9-hour contact with learners in three days (3-hour contact per day, except in rare cases) as scheduled in the timetable. In the first contact day of the week, the facilitator should choose lessons corresponding to Lesson #1 from each of Reading, Numeracy and Social Emotional Learning. All lessons are to be completed in each contact day, except on rare situations where a facilitator is unable to complete a particular day's lesson, then it can be carried over to the next contact day. The lessons as described below will also provide a facilitator with adequate guides to script or build lessons which are not already included in the Facilitator Guide.

## Part 1 –Reading

Lesson #	Topic	Skills/knowledge	Learning Objective/Sub-Competencies	Example Activities
1	Pre-reading and Pre-writing	Learners hold a writing implement correctly and draw shapes and copy letters Learners demonstrate an understanding of directionality of print, holding a book with the text going in the right direction, etc. Learners connect written words with the communication of meaningful information and ideas	Holding a pencil or pen, forming and copying shapes  How 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.)  Read Aloud/Listening to stories	Concepts of print  Oral Language development
2	Recognizing and Manipulating Sounds	Learners recognize rhyming words and make rhymes.  Learners identify word boundaries in spoken sentences.	Phonological Awareness: 1) alliteration and rhyme, 2) sentence segmentation  Read Aloud/Listening to stories	Phonological Awareness Vocabulary Concepts of print
3	Recognizing and Manipulating Sounds	Learners clap out syllables in words. Learners segment onsets from rimes in single syllable words.	Phonological Awareness continued: 3) syllable segmentation, 4) onsets and rimes  Read Aloud/Listening to stories	Phonological Awareness Vocabulary Concepts of print
4	Recognizing and Manipulating Sounds	Learners segment and blend individual sounds in words. Learners identify the beginning, middle, and ending sounds in words. Learners manipulate sounds in words to make new words.	Phonemic awareness: Blending and separating sounds in words Read Aloud/Listening to stories	Phonemic awareness Vocabulary  Concepts of print

<b>5</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>n</b> letter name, sound and written form interaction with text <sup>1</sup> , hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>6</b>	Connecting letters to sounds: Vowels	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify words with target sound and identify individual letters in written words	<b>a, and aa</b> name, sound and written form, interaction with text, hearing sound in words, recognizing letters in words	Oral language Phonemic awareness Phonics Vocabulary Writing (letters)
<b>7</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>k</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>8</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify	<b>m</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

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<sup>1</sup> By interaction with text we mean that pupils will have the opportunity to listen to a text (a poem, song, story, proverb, etc.) read aloud by the facilitator, to say the text with the teacher and to see the words in print

		individual target letters in written words		
<b>9</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>s</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>10</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>t</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>11</b>	Connecting letters to sounds: Vowel	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify words with target sound and identify individual target letters in written words	<b>i, ii</b> name, sound and written form interaction with text hearing sound in words, recognizing letters in words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>12</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify	<b>r</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

		individual target letters in written words		
<b>13</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>d</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>14</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>f</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>15</b>	Connecting letters to sounds: Double Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>Ts</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

16	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>b</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word, writing target letter	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
17	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>w</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word, writing target letter	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
18	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>g</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
19	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>y</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

<b>20</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>l</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>21</b>	Connecting letters to sounds: Vowel	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify words with target sound and identify individual target letters in written words	<b>u, uu</b> name, sound and written form interaction with text hearing sound in words, recognizing letters in words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>22</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>c</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>23</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>h</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

24	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>Sh</b> letter (digraph) name, sound and written form</p> <p>interaction with text, hearing sound in words, recognizing letters in word writing target letters</p> <p>copying/writing words</p>	<p>Oral language reinforcement</p> <p>Phonemic awareness</p> <p>Phonics</p> <p>Vocabulary</p> <p>Writing (letters)</p>
25	Connecting letters to sounds: Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>6</b> letter name, sound and written form</p> <p>interaction with text, hearing sound in words, recognizing letters in word writing target letter</p> <p>copying/writing words</p>	<p>Oral language reinforcement</p> <p>Phonemic awareness</p> <p>Phonics</p> <p>Vocabulary</p> <p>Writing (letters)</p>
26	Connecting letters to sounds: Diphthong	<p>Learners master the sound of the diphthong, recognize it in print and write it (upper and lower case)</p> <p>Learners identify words with target sound and identify individual target letters/diphthong in written words</p>	<p><b>Au</b> sound and written form</p> <p>interaction with text, hearing sound in words, recognizing letters in word writing target diphthong</p>	<p>Oral language reinforcement</p> <p>Phonemic awareness</p> <p>Phonics</p> <p>Vocabulary</p> <p>Writing (letters)</p>
27	Connecting letters to sounds: Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>ɔ</b> letter name, sound and written form,</p> <p>interaction with text, hearing sound in words, recognizing letters in word writing target letter</p> <p>copying/writing words</p>	<p>Oral language reinforcement</p> <p>Phonemic awareness</p> <p>Phonics</p> <p>Vocabulary</p> <p>Writing (letters)</p>

<b>28</b>	Connecting letters to sounds: Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>j</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letter copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>29</b>	Connecting letters to sounds: Vowel	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify words with target sound and identify individual target letters in written words	<b>e, ee</b> name, sound and written form interaction with text hearing sound in words, recognizing letters in words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>30</b>	Connecting letters to sounds: Double Consonants	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify vocabulary words with target sound and identify individual target letters in written words	<b>z</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)
<b>31</b>	Connecting letters to sounds: Vowel	Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)  Learners identify words with target sound and identify individual target letters in written words	<b>o, oo</b> name, sound and written form interaction with text hearing sound in words, recognizing letters in words	Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)

32	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>Ɣ</b> letter name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
33	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>kw</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
34	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>ky</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
35	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>kw</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>

36	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>ky</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
37	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>gw,</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
	Connecting letters to sounds: Double Consonants	<p>Learners master the sound of the letter, know its name, recognize it in print and write it (upper and lower case)</p> <p>Learners identify vocabulary words with target sound and identify individual target letters in written words</p>	<p><b>gy,</b> letter (diagraph) name, sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target letters copying/writing words</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>
39	Connecting letters to sounds: Diphthong	<p>Learners master the sound of the diphthong, recognize it in print and write it (upper and lower case)</p> <p>Learners identify words with target sound and identify individual target letters/diphthong in written words</p>	<p><b>Ai</b> sound and written form interaction with text, hearing sound in words, recognizing letters in word writing target diphthong</p>	<p>Oral language reinforcement Phonemic awareness Phonics Vocabulary Writing (letters)</p>

## Part 2 – Numeracy

Lesson #	Topic	Skills / Competencies	Objectives/Sub-competencies	Example Activities
<b>Module 1: Numbers I: Recognition and Basic Operations on 1, 2, 3, ..., 9 &amp; 0</b>				
1.	Numbers: Numbers 1-9	Recognition of numbers 1-9 Read numbers 1-9	Learners should be able to: Recognize Numbers 1-9 Read Numbers 1-9 Write Numbers 1-9	Counting Identification Reading Drills
2.	Numbers: Numbers 1-9	Writing of numbers 1-9	Learners should be able to: Write Numbers 1-9	Counting Writing Reading Drills
3.	Numbers: Number Zero (0)	Recognition of number 0 as a place holder Read number 0 Write Number 0	Learners should be able to: Recognize number 0 as a place holder Read numbers 0 Write numbers 0	Identification Reading Writing Games
<b>Module 2: Basic Operations I: Addition and Subtraction Operations on 1, 2, 3, ..., 9 &amp; 0</b>				
4.	Basic operations: Addition	Recognition of the addition sign [+] Addition of single-digit numbers	Learners should be able to Recognize the addition sign [+] Add single-digit numbers	Explanation Practice drill Reading Copying Demonstration Identification
5.	Basic operations: Subtraction	Recognition of the subtraction sign [-] Subtraction of single-digit numbers	Learners should be able to; Recognize the subtraction sign [-] Subtract single-digit numbers	Discussion Practical drill Reading Copying Demonstration
6.	Basic operations: Multiplication	Recognition of the multiplication sign [x] Use of the multiplication table	Learners should be able to Recognize the multiplication sign [x] Use the multiplication table	Discussion Categorization Practice drill

		Single digits		Reading Copying Identification Demonstration
7.	Basic operations: Division	Recognition of the division sign ( $\div$ ) Division of one-digit number by another	Learners should be able to: Recognize the division sign ( $\div$ ) Divide one digit number by another	Discussion Categorization Practice drill Reading Copying
<b>Module 3: Numbers II: Recognition of 10–99; 100–999; 1,000–9,999</b>				
8.	Numbers: Numbers 10-99	Recognition of numbers 10-99 Read numbers 10-99 Write numbers 10-99	Learners should be able to: Recognize numbers 10-99 Read numbers 10-99 Write Numbers 10-99	Identification Categorization Practice drill Reading Writing
9.	Numbers: Numbers 100-999	Recognition of numbers 100-999 Read numbers 100-999 Write numbers 100-999	Learners should be able to: Recognition of numbers 100-999 Read numbers 100-999 Write numbers 100-999	Identification Categorization Practice drill Reading Writing
10.	Numbers: Numbers 1000-9999	Recognition of numbers 1000-9999 Read numbers 1000-9999 Write numbers 1000-9999	Learners should be able to: Recognition of numbers 1000-9999 Read numbers 1000-9999 Write numbers 1000-9999	Identification Categorization Practice drill Reading Writing
11.	Numbers: Numbers as labels	Identification and association of numbers given to represent items/objects in a list up to 20	Learners should be able to: Identify and associate numbers given to represent items/objects in a list up to 20	Arranging Matching Categorization
<b>Module 4: Basic Operations II: Addition and Subtraction Operations on 10–99; 100–999; 1,000–9,999</b>				
12.	Basic operations: Addition	Addition of double-digit numbers Addition of three-digit numbers Giving meaningful estimate of sums	Learners should be able to Add double-digit numbers Add three-digit numbers Give meaningful estimate of sums	Explanation Practice drill Reading Copying

				Demonstration Identification
13.	<p>Basic operations: Addition</p> <p>Basic operations: Subtraction</p> <p>Basic operations: Subtraction</p>	<p>Addition with carrying (decomposing e.g. <math>18+6=10+8+6=24</math>) Giving meaningful estimate of sums</p> <p>Subtraction of double-digit numbers without borrowing Subtraction of three-digit numbers without borrowing Subtraction of one-digit numbers from two-digit numbers without borrowing Subtraction of two-digit numbers from three-digit numbers without borrowing Subtraction of double-digit numbers with borrowing Subtraction of three-digit numbers with borrowing Subtraction of two-digit numbers from three-digit numbers with borrowing Subtraction of one-digit numbers from two-digit numbers with borrowing e.g.</p> $\begin{array}{r} \text{T} \quad \text{U} \\ 1 \quad 3 \\ - \quad 9 \\ \hline 4 \end{array}$	<p>Learners should be able to Add two- and three-digit numbers with carrying Give meaningful estimate of sums</p> <p>Learners should be able to; Subtract double-digit numbers Subtract three-digit numbers Subtract one-digit numbers from two-digit numbers without borrowing Subtract two-digit numbers from three-digit numbers without borrowing</p>	<p>Explanation Practice drill Reading Copying Demonstration Identification Discussion Practical drill Reading Copying Demonstration</p>
14.			<p>Learners should be able to; Recognize the subtraction sign [-] Subtract double-digit numbers Subtract three-digit numbers Subtract two-digit numbers from three-digit numbers with borrowing Subtract one-digit numbers from two-digit numbers with borrowing</p>	<p>Discussion Practical drill Reading Copying Demonstration</p>

15.	Basic operations: Multiplication	Multiplication of: Single-digit numbers Single-digit numbers by double-digit numbers Giving meaningful estimate of products	Learners should be able to: Use the multiplication table Multiple single-digit numbers Multiply single-digit numbers by double digit numbers Giving meaningful estimate of products	Discussion Categorization Practice drill Reading Copying Identification Demonstration
16.	Basic operations: Multiplication	Multiplication of: Single-digit numbers by three-digit numbers Double-digit numbers Giving meaningful estimate of products	Learners should be able to Multiply single-digit numbers by three-digit numbers Multiply double-digit numbers Give meaningful estimate of products	Discussion Categorization Practice drill Reading Copying Identification Demonstration
17.	Basic operations: Division	Division of two-digit numbers by one-digit numbers Division of three-digit numbers by one-digit numbers Recognition of the remainder in divisions of one-digit number by another	Learners should be able to: Divide two-digit numbers by one-digit numbers Divide three-digit numbers by one-digit numbers State the remainder in divisions of one digit number by another	Discussion Categorization Practice drill Reading Copying
18.	Basic operations: Division	Division of two-digit numbers by two-digit numbers Giving meaningful estimate of simple division	Learners should be able to: Divide two-digit numbers by two-digit numbers Give meaningful estimate of simple division	Discussion Categorization Practice drill Reading Copying
<b>Module 6: Geometrical Shapes: Geometrical Shapes – 3D and 2D Shapes</b>				
19.	Geometric Shapes: 3D Shapes	Recognition of solid shapes in homes and environment Sort out cubes, cuboids, cylinders and spheres Identifying and naming cubes, cuboids, cylinders and spheres	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	Identification Demonstration Sorting Naming Matching

20.	Geometric Shapes: 2D Shapes	Identifying a square, a rectangle and a circle Matching and naming a square, a rectangle and a circle Distinguishing between squares and rectangles Mention square, rectangular, circular shapes found in homes and environment	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	Identification Demonstration Sorting Naming Matching
<b>Module 7: Numbers III: Odd/Even; Factors/Multiples; Fractions</b>				
21.	Numbers: Even Numbers	Identification of even numbers up to 20	Learners should be able to: Identify even numbers up to 20	Sorting Identification Categorization Reading Writing Number game
22.	Numbers: Odd Numbers	Identification of odd numbers up to 19	Learners should be able to: Identify odd numbers up to 19	Sorting Identification Categorization Reading Writing Number game
23.	Numbers: Factors	Identification of factors of 1,2, 3, ..., 20	Learners should be able to: Identify the factors of 1,2, 3, ..., 20	Identification Writing Reading Number game
24.	Numbers: Multiples	Identification of multiples of 1,2,3,4,5 & 10	Learners should be able to: Identify the multiples of 1,2,3,4,5 & 10	Identification Writing Reading Number game
25.	Numbers: Fractions	Identification of $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects	Learners should be able to: Identify $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects	Identify Demonstrate
<b>Module 8: Money: Nigerian Currency</b>				

26.	Money: Nigerian currency	Identification of the naira and kobo symbols State naira and kobo denominations	Learners should be able to: Identify the naira and kobo symbols State naira and kobo denominations	Discussion Categorization Practice drill Reading Copying Identification
27.	Measurement: Time	Recognition of unit of time State the relationship among units of time: Seconds Minutes Hours Days Weeks Months Year	Learners should be able to: Read time Identify the standard unit of measuring time State the relationship among units of time: Seconds Minutes Hours Days Weeks Months Year	Discussion Role playing Practice drill Identification Demonstration
28.	Measurement: Distance	Length measurement Recognize the standard units of length Recognize the relationship among standard units of measuring lengths: Millimeter Centimeter Decimeter Meter Kilometer	Measure length Identify the standard unit of measuring lengths Recognize the relationship among standard units of measuring lengths: Millimeter Centimeter Decimeter Meter Kilometer	Discussion Measurement Copying Practice drill Identification Demonstration
29.	Statistics: Data in list and table	Reading and interpreting information from tables Reading and representing information on pictogram	Learners should be able to: Read and interpret information from tables Read and represent information on pictogram	Identify Interpret Read Count

## Part 3 – Social and Emotional Learning

ER: Emotion Regulation;  
 PSS: Positive Social Skills;  
 EF: Executive Function;  
 P: Perseverance;  
 CR: Conflict Resolution

Week	Topic	Skills	Student Learning Objectives <i>Students will be able to...</i>	Example Activities
<b>Module 1: Introduction to Classmates / Classroom and SEL</b>				
<b>1</b>	Getting to know one another (building positive rapport) and why we are here	<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>- 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>- Healing Classrooms Introduction</li> <li>- Sharing objects about oneself</li> <li>- Drawing and sharing pictures of self, likes, achievements</li> </ul>
<b>2</b>	Introduction to classroom concepts and rules and creating a safe space	<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>- 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> </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>- Describe the consequences of breaking school or classroom rules</li> <li>- Demonstrate raising hand and waiting to be called on before speaking</li> </ul>	
3	How to learn	<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>- 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, hand steadiness, finger steadiness, finger dexterity)</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>
4	Cultivating working Memory	<ul style="list-style-type: none"> <li>- Cultivating working memory</li> </ul>	<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>- Memory games (with cards, etc.)</li> <li>- Mental math practice</li> <li>- "repeat after me" songs</li> <li>- Crossword puzzles</li> </ul>
5	Setting Goals for the Year	<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>- 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>- 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>
6	Practicing what we learned / Assessment		-	-
<b>Module 2: Feelings and Emotions</b>				
7	Defining and understanding emotions and feelings	<ul style="list-style-type: none"> <li>- Identify concept and types of emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Explain meanings of feelings and emotions (happy, lonely, scared, bored, angry, sad, upset, surprised, strong,</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>- Develop awareness of your own emotions</li> </ul>	<p>proud, afraid, glad, shy, worried, tired, love)</p> <ul style="list-style-type: none"> <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>	
8	How to control your emotions	<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>- 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>- Practicing belly-breathing (yoga)</li> <li>- Practicing counting to 10</li> <li>- Practicing taking time out / taking water</li> </ul>
9	Others' feelings	<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>- Name and identify feelings of others</li> <li>- Use physical, verbal and situation clues to determine what others are feeling</li> <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>- Roleplays / case studies of identifying others' emotions and their emotional responses</li> <li>- Writing or drawing stories identifying others' emotions and their emotional responses.</li> </ul>
10	Developing empathy	<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>- 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>- Roleplays / case studies of identifying others' emotions and their emotional responses</li> <li>- Discussing empathy</li> <li>- Matching faces to feelings (cards)</li> </ul>
11	Practicing what we learned / Assessment			-
<b>Module 3: Actions and Reactions</b>				
12	How my actions affect others	<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>- Understand that their actions have reactions</li> </ul>	<ul style="list-style-type: none"> <li>- How do you feel after a fight with your classmate?</li> </ul>

			<ul style="list-style-type: none"> <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>- Call a few students to tell you some common problems in the classroom</li> <li>- Roleplays practicing responses</li> </ul>
13	How I can change how my actions affect others	<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>- List five (5) actions used locally to control emotions</li> <li>- Reflect on strategies used to achieve more positive responses from others</li> <li>- Analyze how they might have done better in a situation</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>
14	Tolerance	<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>- 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 behavior</li> <li>- Identify and perform roles and behaviors that contribute to personal and classroom well-being</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? Labeling pictures of different people with their roles</li> </ul>
15	Decision-making	<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>- 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>- Ask students to tell you what decision-making means.</li> <li>- Have students create a list of all decisions they 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>
16	Practicing what we learned / Assessment		<ul style="list-style-type: none"> <li>- How their actions affect others</li> <li>- What they can do to change the effect of their actions on others</li> <li>- How they can demonstrate tolerance in their relationships with classmates</li> <li>- Range of decisions that can be taken as learners</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>Module 4: Making Friends</b>				

17	Who is a friend	<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>- 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>- 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>
18	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>- 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>
19	Maintaining good friendships	<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>- 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>- Practice caring, sharing, forgiving, cooperating behaviors</li> <li>- Pair work identifying each other’s needs</li> <li>- Discussion on human rights</li> </ul>
20	Avoiding negative peer pressure	<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>- 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 un safe situations</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>

21	Practicing what we learned / Assessment			
<b>Module 5: Taking Control</b>				
22	Positive Self Identify	<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>- 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>- 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>
23	Decision-making	<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>- 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>- Choose your own adventure</li> <li>- Matching decisions with who makes them</li> <li>- Roleplays</li> </ul>
24	Long Term Goal – setting	<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 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>- Set goals</li> <li>- Developing plans for achieving goals</li> <li>- Activities around “what you want to be when you grow up”</li> </ul>
25	Being Assertive	<ul style="list-style-type: none"> <li>- Develop assertive behavior</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>- 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> <li>- Demonstrate ways to resist negative peer pressure (using problem-solving steps &amp; assertiveness)</li> </ul>	<ul style="list-style-type: none"> <li>- Roleplays</li> <li>- Scenarios</li> <li>- Practicing assertive responses</li> </ul>
26	Improving group dynamics	<ul style="list-style-type: none"> <li>- Avoiding negative interactions and negative peer influence</li> </ul>	<ul style="list-style-type: none"> <li>- Use appropriate strategies to enter and exit from group play and activities</li> </ul>	<ul style="list-style-type: none"> <li>- Kings ball (local game)</li> <li>- Team ball games</li> </ul>

		Ability to address conflict among groups	- Evaluate ways to include everyone in group activities	- Collective games working toward a goal
27	Practicing what we learned / Assessment			
<b>Module 6: Conflict Resolution</b>				
28	What is conflict?	- Identifying problems	- Identify problems and conflicts commonly experienced by peers - Use words to describe problems presented in scenarios	- Scenarios - Stories - Reading and reflection
29	Causes and effects of conflict	- 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	- Describe causes and consequences of conflicts - State a problem without blaming anyone	- Matching causes and effects in conflict settings - Determining if various scenarios could lead to conflict
30	Ways of addressing conflict	- 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 behaviors	- 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 - Analyze and select a reasonable and fitting solution that is safe and respectful - Identify skills that are used in conflict resolution	- Brainstorming conflict resolution strategies - Scenarios - Developing a skill tree for conflict resolution and problem solving
31	Avoiding / Addressing conflict	- Develop inhibitory / impulse control - Recognize, accept and respond to the feelings and perspectives of others (empathy) - Use communication and social skills to interact effectively with others	- Accept responsibility for their actions by admitting, apologizing, and offering to make amends - Create a plan to carry out a solution to a problem and explain the purpose of the plan	- Scenarios - Writing apology letter to someone you have hurt - Developing problem action plans

		<ul style="list-style-type: none"> <li>- Tolerance – consider ethical, safety and societal factors in making decisions</li> <li>- Forgiveness</li> <li>- Being assertive</li> <li>- Implementing conflict resolution behaviors</li> <li>- Ability to address conflict among groups</li> </ul>	<ul style="list-style-type: none"> <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>	
32	Bullying	<ul style="list-style-type: none"> <li>- Avoiding negative interactions and negative peer influence</li> </ul>	<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>- Drawing bullying and labeling what kind of bullying</li> <li>- Discussion – when joking turns to bullying</li> <li>- Roleplay/scenarios on how to address bullying – as a victim and as a bystander</li> </ul>
33	Practicing what we learned / Assessment			-
<b>Module 7: Conclusions</b>				
34	Revision (Module 1 – 3)	<ul style="list-style-type: none"> <li>- Learning to listen</li> <li>- Focusing attention</li> <li>- Inhibitory / impulse control</li> <li>- Understanding emotions and feelings for self and others</li> <li>- Developing empathy</li> <li>- Understanding consequences as a result of actions</li> <li>- Consider ethical, safety and societal factors in making decisions</li> <li>- Self-reflection and improvement</li> </ul>	<i>See Modules 1 – 3 Student Learning Outcomes</i>	<ul style="list-style-type: none"> <li>- Revisiting games / activities from Module 1 - 3</li> </ul>
35	Revision and Assessment (Module 4 – 6)	<ul style="list-style-type: none"> <li>- Use communication and social skills to interact effectively with others</li> <li>- Recognize, accept and respond to the feelings and perspectives of others (empathy)</li> </ul>	<i>See Modules 4 – 6 Student Learning Outcomes</i>	<ul style="list-style-type: none"> <li>- Revisiting games / activities from Module 4 - 6</li> </ul>

		<ul style="list-style-type: none"> <li>- Avoiding negative interactions and negative peer influence</li> <li>- Self-reflection and improvement</li> </ul>		
<b>36</b>	Looking forward	<ul style="list-style-type: none"> <li>- Self-reflection and improvement</li> <li>- Develop a sense of hope for the future</li> <li>- Develop positive self-concept / identity and confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze how you might have done better in a situation</li> <li>- Explain how practice improves your performance of a skill</li> <li>- Discuss hopes for the future</li> <li>- Understand realistic goals and hopes for the future, including potential challenges</li> <li>- Develop a plan for achieving long-term goals</li> <li>- Define one's self as a learner</li> <li>- Develop self-confidence / self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the letter / picture from Module 1</li> <li>- Setting goals for the future</li> <li>- Discussions on improvements over the course</li> </ul>