

TEACHER'S HANDBOOK FOR THE CAMEROON NURSERY AND PRIMARY SCHOOL CURRICULA

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GENERAL INTRODUCTION

This guide has been prepared in order to support you in implementing the revised 2018 Nursery and Primary School Curricula. It is the priority of the Inspectorate General of Education to sensitise and train the entire pedagogic supervision chain and to follow up the training of teachers in a bottom-top approach. This guide is intended to help you answer the following key questions:

- What are the **curriculum goals** of the Nursery and Primary School Curricula?
- What must I lay emphasis on in the teaching-learning process?
- What are the specificities of some of the new subject areas?
- How do I assess my learners?
- What are the new dispensations in managing school time?
- What has been revised in the 2018 curricula?
- How do I write lesson plans following the new dispensations?

Curriculum goals

Nursery

- Socialization, education, learning and practice

Primary

- Empower pupils with requisite knowledge, skills and attitudes to effectively contribute to the emergence of Cameroon by the year 2035
- Provide teachers with pedagogic opportunities that are more flexible and engaging as well as the possibility to adapt teaching and learning to their specific contexts
- Engage learners in more active, collaborative, holistic and creative learning processes with opportunities to develop their optimal potentials
- Open the school to family and the community

The Learner's Profile at the end of Nursery and Primary Education in Cameroon

Upon completion of Nursery and Primary Education in Cameroon, learners are supposed to have acquired the Seven National Core Skills and the four Broad-based Competences as outlined in the Cameroon National Core Skills Framework. In this light, these will be reflected through learning outcomes that constitute teaching-learning requirements, arranged in function of learners' chronological and developmental ages. This means that these skills and competences will be developed in learners progressively (in dosages). The Nursery and Primary School learners will have the same profile upon completion, nonetheless, with a carefully prepared dose to suit their respective cycles. To this effect, learners leaving Nursery and Primary School are supposed to acquire knowledge and develop skills and attitudes provided in the curricula to enable them:

1. Communication in the two official languages (English and French) and the use at least one national language

Communication in English, French and a National Language implies the ability to listen, to speak, to read and to write basic words and sentences for the Nursery School cycle. The learner should

be able to communicate orally and learn how to read and write. It is a prerequisite for access to other Core Skills.

2. Use of basic notions in Mathematics, Science and Technology

Introducing notions of Mathematics, Science, and Technology involves the acquisition of knowledge, skills and attitudes, and the ability to use them to solve problems. For the Nursery School cycle, using basic notions in Mathematics, Science and Technology implies the following:

Mathematics: In each of the areas: numbers, measurements and geometry, Mathematics provides tools to act, choose and take decisions in daily life.

Scientific and technological culture: The objective of experimental sciences and technologies is to enable learners to understand and to describe the real as well as the abstract world and changes induced by human activities.

3. Practice of social and citizenship values (morality, good governance and budgetary transparency)

This involves inculcating patriotic, moral, citizenship and good governance values in the learners so as to prepare them to live and develop appropriate attitudes.

4. Demonstration of the spirit of autonomy, a sense of initiative, creativity, and entrepreneurship

Developing this competence in the learner calls for the mobilisation of multidisciplinary resources in view of developing learners' social integration skills, creativity, managerial and entrepreneurial potentials.

5. Use of basic information and communication technology concepts and tools

For the Nursery level, basically it requires the use of information and communication tools in school and leisure activities. They are related to healthy, safe and responsible use of various ICT devices for learning and leisure activities.

6. Practice of lifelong learning

This implies that the learner will be able to demonstrate the desire and will to undertake and continue education, organize self especially through efficient management of time and information either individually or in groups.

7. Practice of physical, sports and artistic activities

This competence provides children with a platform to develop their physical, psycho-motor and imaginative skills; improve their well-being, their individual and interpersonal life skills. It enables children to acquire concepts and attitudes required for their participation in several physical, psycho-motor, sports and leisure activities. It further strengthens social harmony and prepares them for full development and healthy life.

The four broad-based competences

1. Intellectual competences: exploit information; solve problems; acquire logical thinking and a sense of observation; exercise critical judgement; implement creative and innovative thinking

2. Methodological competences: have self-efficient working methods; exploit information and communication technologies; organize their own learning and learn to solve problems; arouse the desire to learn each subject.

3. Personal and interpersonal competences: develop their personality; acquire abilities in view of their socio-cultural integration and individual fulfilment and cooperation with others.

4. Communication competences: communicate in an appropriate manner in the two official languages and in at least one national language.

Integrated Learning Themes (ILTs)

There are eight ILTs per cycle and per level. The ILTs are meant to help bring learning closer to the learner, that is, to contextualize learning and to foster the interdisciplinary or the broad-fields nature of the curriculum. Each ILT is used for one pedagogic month that is, four weeks and culminates in a project presentation event and/or other relevant pedagogic activities as the case may be. The ILTs are presented per cycle and per level as follows:

Nursery Education	Primary Education		
Nursery 1 & 2	Level 1	Level 2	Level 3
<ul style="list-style-type: none"> - The school - The body - The family and home - Festivities/Celebrations - Plants - Animals - Occupations - Travelling 	<ul style="list-style-type: none"> - The home - The village/town - The school - Occupations - Travelling - Health - Games - Communication 	<ul style="list-style-type: none"> - The home - The village/town - The school - Occupations - Travelling - Health - Games - Communication 	<ul style="list-style-type: none"> - Nature - The village/town - The school - Occupations - Travelling - Health - Sports and leisure - The universe and space

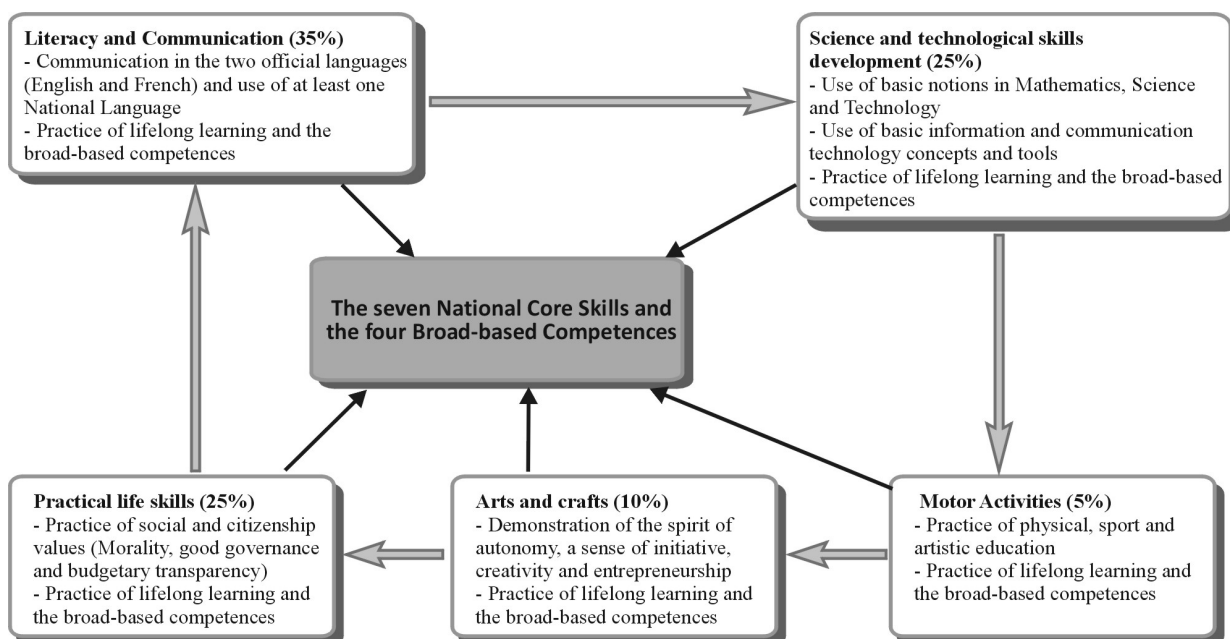
The Nursery School Curriculum

Learning Domains for the Nursery School cycle

To achieve the National Core Skills and the Broad-based Competences, learning domains were mapped out with each learning domain developing at least one National Core Skill and all the domains developing the sixth National Core Skill (Practice of lifelong learning) and all the four Broad-based Competences.

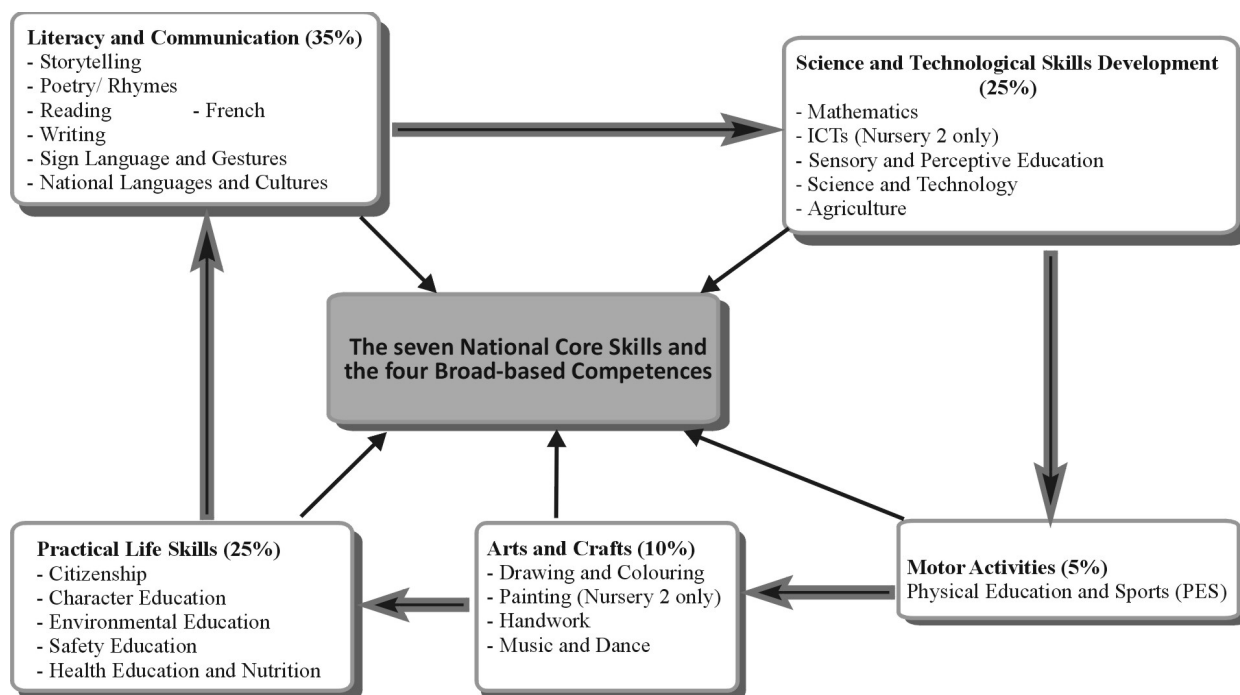
- There are **five** learning domains: *Literacy and Communication*, *Science and technological skills development*, *Practical life*, *Arts and crafts*, and *Motor skills*. The Domains are carefully weighted taking into account the developmental age of children at this level of education. The figure below shows the domains, weighting and the core skills that these seek to develop.

Domains, their weightings and competences to be developed



Activities as a pathway for the development of the domains

There are twenty (20) activities for Nursery One and twenty-two (22) activities for Nursery Two mapped out as pathways for the achievement of the domains. These are seen in the figure below:



Apart from the learner's profile at the end of the Nursery School and the ILTs, further emphasis has been laid on:

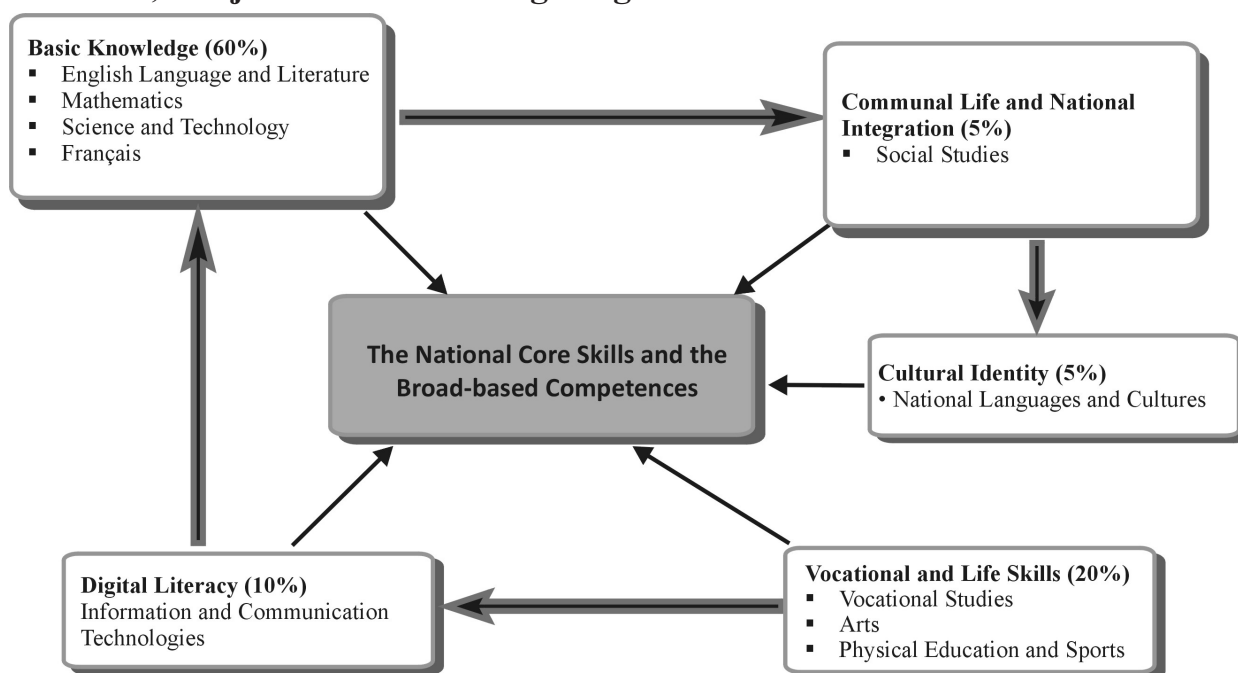
- Five domains to enable learners to build a solid foundation in literacy, STEM and Practical Skills (key driver for the fourth industrial revolution)
- Monthly integrated plans (Integrated schemes to show how the Integrated Learning Theme for the month will be covered or split into sub-themes in order to cover all the aspects of the ILT and more so to render the teaching more dynamic)
- Teaching -Learning approaches: Project-Based Learning (PBL), Integrated-Theme Learning (ITL) and Cooperative Learning (CL)
- Routines and transitions (Each day the learner visits the Learning Centres of their choice as the first classroom activity of the day)
- Classroom practices (Learning centres, portfolios, projects, child-friendly games, outdoor activities, routine activities, children's productions and creativity, etc.)

The Primary School Curriculum

Learning Domains for the Primary School cycle

To achieve the knowledge, skills and attitudes which have been carefully charted in the Cameroon National Core Skills Framework, learning domains were mapped out and weighted according to the teaching-learning time each domain should occupy. A learning domain develops one or more competences from the National Core Skills and all the learning domains develop the sixth National Core Skill (Practice of lifelong learning) and all the four broad-based competences.

Domains, Subject Areas and Weighting



Each subject area or discipline is further divided into components. This will be exemplified in the table that follows:

Subjects and their Components per Level

Subject	Components Level I	Components Level II	Components Level III
English Language and Literature	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Listening and Speaking • Reading • Writing
Mathematics	<ul style="list-style-type: none"> • Sets and Logic • Numbers & Operations • Measurement & Size • Geometry & Size • Graphs & Statistics 	<ul style="list-style-type: none"> • Sets and Logic • Numbers & Operations • Measurement & Size • Geometry & Size • Graphs & Statistics 	<ul style="list-style-type: none"> • Sets and Logic • Numbers & Operations • Measurement & Size • Geometry & Size • Graphs & Statistics
Science and Technology	<ul style="list-style-type: none"> • Health Education • Environmental Education • Technology & Engineering 	<ul style="list-style-type: none"> • Health Education • Environmental Education • Technology & Engineering 	<ul style="list-style-type: none"> • Health Education • Environmental Education • Technology & Engineering
Français	<ul style="list-style-type: none"> • Compréhension et l'expression orales • Production écrites • Grammaire, conjugaison et vocabulaire 	<ul style="list-style-type: none"> • Compréhension et l'expression orales • Production écrites • Grammaire, conjugaison et vocabulaire 	<ul style="list-style-type: none"> • Compréhension et l'expression orales • Production écrites • Grammaire, conjugaison et vocabulaire

Social Studies	<ul style="list-style-type: none"> Citizenship 	<ul style="list-style-type: none"> History Geography Citizenship 	<ul style="list-style-type: none"> History Geography Citizenship
Vocational Studies	<ul style="list-style-type: none"> Agro-pastoral Farming Arts & Crafts 	<ul style="list-style-type: none"> Agro-pastoral Farming Arts & Crafts Home Economics 	<ul style="list-style-type: none"> Agro-pastoral Farming Arts & Crafts Home Economics
Arts	<ul style="list-style-type: none"> Visuals Arts Performing Arts 	<ul style="list-style-type: none"> Visuals Arts Performing Arts 	<ul style="list-style-type: none"> Visuals Arts Performing Arts
Physical Education and Sports	<ul style="list-style-type: none"> Movements Jumps Team Sports Sprints Relays Throws Gymnastics 	<ul style="list-style-type: none"> Movements Jumps Team Sports Sprints Relays Throws Gymnastics 	<ul style="list-style-type: none"> Movements Jumps Team Sports Sprints Relays Throws Gymnastics
National Languages and Cultures	<ul style="list-style-type: none"> National Languages National Cultures 	<ul style="list-style-type: none"> National Languages National Cultures 	<ul style="list-style-type: none"> National Languages National Cultures
Information and Communication Technologies (ICTs)	<ul style="list-style-type: none"> Basic Knowledge of the Computer ICT Productivity Tools Internet and Communication Health and Safety Ethics Basic Computational Thinking 	<ul style="list-style-type: none"> Basic Knowledge of the Computer ICT Productivity Tools Internet and Communication Health and Safety Ethics Basic Computational Thinking 	<ul style="list-style-type: none"> Basic Knowledge of the Computer ICT Productivity Tools Internet and Communication Health and Safety Ethics Basic Computational Thinking

THE TEACHING-LEARNING PROCESS

Objectives

This part sets out to:

- Outline the teaching-learning process
- Show the relationship between the different integrated learning themes

The teaching-learning process

In order to facilitate the development of knowledge, skills and attitudes, eight Integrated Learning Themes have been identified through which learning will be contextualized. They are the bases on which all the activities for a defined period of time will be carried out within the school year. Each theme is going to run through all the subjects in the curriculum and will last for four weeks. The ILTs should be subdivided into four sub-themes (contexts) in order to reduce monotony in the teaching-learning process. At the beginning of every four weeks, you will give the learners the opportunity to identify a problem that they will solve within that period. This will bring about investigative and skill-based learning. The knowledge which the learners are going to get from subject areas is going to help them to solve this problem. In other words, each ILT will serve as a point of brainstorming with the learners to see what problem they can solve. Once this is done, learners will have to start collecting information from relevant subject areas that will help them solve this problem and when the problem is finally solved, a project will be realised.

Example for the Nursery cycle: Occupations

Problem identified: There is no learning centre in the classroom or in the school where various occupations and tools used can be learned

Project to be carried out (Solution to the problem): Learning centre for occupations

This project can be realised through the activities below:

Activities	Knowledge required
Story telling	Recount stories about parents' occupations
Handwork	Fabrication of objects related to various occupations
Sign language/gestures	Mimic actions of different occupations in a respectful manner
Mathematics	Counting, classifying, grouping materials prepared for this learning centre in a neat manner

Example for the Primary cycle: Occupations

Project to be carried out: Fabrication of a doctor's tools

This project will be realized by exploiting the following subjects:

Subject areas	Knowledge required
English Language and Literature, French	Relevant vocabulary related to the doctor and his/her occupation (Academic English/French) Relevant moral stories in relation to health practices and other occupations Identifying a medical doctor's tools
Science and Technology	Uses of a thermometer, a stethoscope, a blood pressure monitor, an otoscope and a syringe
Vocational Studies	Producing and labelling the tools of a medical doctor

In fact, teaching and learning in both the nursery and primary school is based on a monthly theme, monthly schemes of work and a pedagogic project to be developed during the four-week period and close with a culmination event where the learners present the project while bringing out how they used their knowledge from each subject area to realise the project. (See example in the table above)

In the nursery

The new nursery curriculum contains 20 activities for nursery 1 (excluding painting and ICTs which are applicable only to nursery 2) and 22 for nursery 2 grouped under 5 domains. These activities are carried out through project based learning, integrated theme learning and cooperative learning.

Structure of an individual lesson plan

Apart from the preamble, the lesson will comprise an introduction, a presentation and a conclusion in three rows. As for the columns, we have the stage, subject matter or content, learning activities, and teaching activities will be displayed in the four columns.

Organisation of activities

This curriculum warrants that a child who enters the nursery school should be able to acquire knowledge, skills and attitudes (KSAs) that will enable him/her transfer learning from the school into the real-world.

LEARNING CENTRE ACTIVITIES AS A STARTER-OF-THE DAY'S ACTIVITIES IN THE NURSERY SCHOOL

Nursery education in Cameroon refers to the education of young children between the ages of 4 and 5 and aims at preparing them holistically for primary education. For this to be possible, the Nursery school offers a variety of activities meant to help young learners to socialise and learn through guided or voluntary play. It should be noted that children start their day differently and this is very important in determining their readiness for learning. It is therefore, your role to prepare these children cognitively, emotionally and psychologically to like schooling. Considering that children at this level learn through play, you are expected to encourage these young learners engage in voluntary and unstructured play in learning centres of their choice in the classroom or school environment when they get to school in the morning. This explains the introduction of voluntary activities in learning centres as a routine activity and a starter of the day.

What are learning centre activities?

Learning centre activities are unstructured or unguided child-centred activities that allow them to develop their imagination while exploring and experiencing the world around them. The choice of the activity depends on the child's interest, needs and love for discovery. For the activity to be useful, it should be initiated by the child and they should be able to derive fun from it. These activities provide children with a variety of opportunities to explore their environment through meaningful play and manipulation of objects which make them learn. This is important not only because it helps to ensure the socio-emotional stability of children but it equally facilitates their cognitive, physical and language development. It also prepares them for teaching/learning activities since they are able to apply the experiences they acquire from their play in imaginary or real-life situations.

Given the importance of the learning centre activities, the teacher is expected to arrange their space, time and materials with relevant age-related materials, chosen in relation to the monthly integrated learning theme.

During these voluntary activities, children use their sense of imagination and creativity to experiment, exploit, manipulate materials and ask questions. You, on your own part, should observe the children and ask questions to find out what they are doing. In the course of these activities, you should take note of what children are interested in. At the end of the activities and after tidying up, you should organise a question and answer session. The responses should constitute the springboard of the day's activities. Although it is a voluntary learning activity, play is a child-initiated activity; your role as a facilitator is crucial before, during and after the voluntary play.

In the primary

The primary school curriculum in question contains 10 subjects grouped under five domains. These subjects are taught through project based learning, integrated theme learning and cooperative learning.

Stages of a lesson

Apart from the preamble or administrative details that carry information about the class, enrolment, date, number on roll, age average, the lesson topic, the lesson objective, entry behaviour (or previous knowledge), resources (didactic materials) etc, the lesson will comprise an introduction, a presentation and a conclusion in three rows. As for the columns, we have the stage, matter and learning/teaching activities that will be displayed. It should be noted that the introduction will reflect the entry behaviour, while the presentation will represent the topic and the conclusion will be a reflection of the lesson's objectives.

Organisation of activities

This curriculum warrants that children who enter the primary school should be able to acquire KSAs that will enable them to solve real-life problems and to prepare them for adult life.

Plan of Action for the Teaching-Learning Cycle

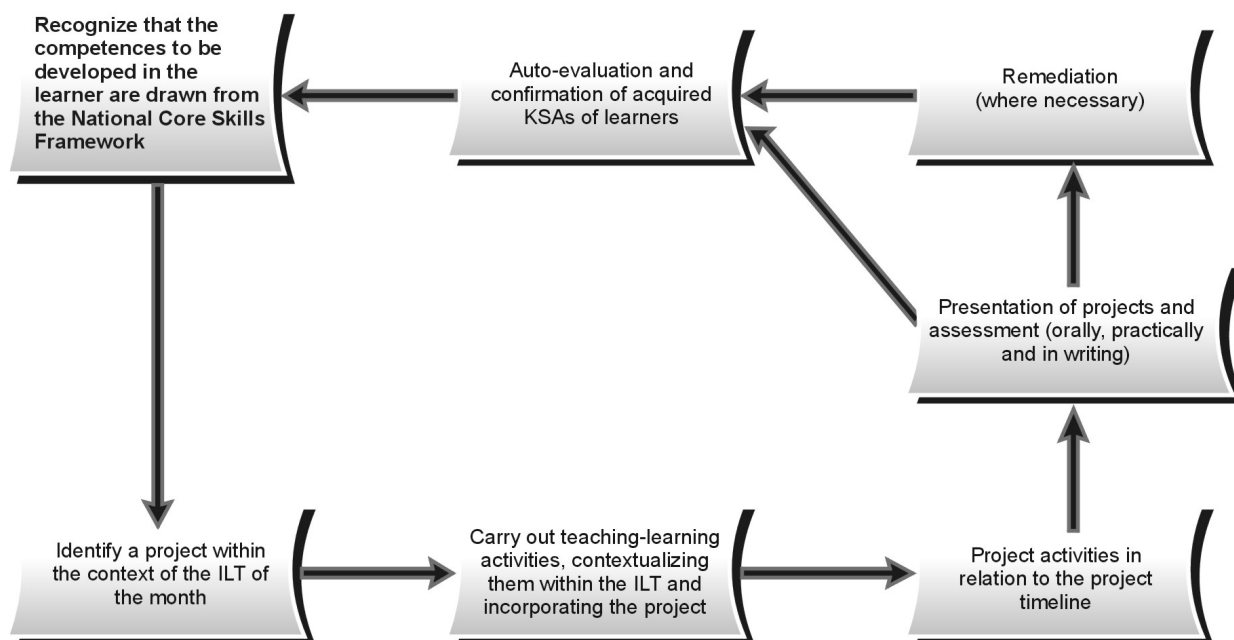
The following steps will enable you to put your plan into action:

1. Identify learning outcomes in function of the national core skills and as stated in the integrated monthly schemes of work.
2. Based on the integrated learning theme of the month, identify a project and plan the activities that will lead to its realization.
3. The different activities are planned chronologically (entry behaviour, simple to complex) in relation to the contents and contextualized through the ILT, Bloom's Taxonomy and the Experiential Learning Cycle should be taken into account.
4. Monitor the realization of the project and ensure that all learners carry out their tasks.
5. Organize culmination events, that is, presentation of projects and evaluation of the projects every last Thursday and Friday of the four weeks. Depending on the level, the presentations and evaluation of the projects should cover three forms if you desire to do a norm-referenced assessment (That is, giving marks to learners): oral, written and practice. If on the other hand, you do not have the intention of recording the marks, the presentation of the project can be done verbally and evaluated. Evaluation here means looking at the success of the project, what did not

work and what should be done next time to render the project more effective. However, you must follow up children with continuous assessment in the form of questions and answers that should be open to everyone present at the event.

6. Carry out remediation activities where necessary.

7. Do an auto-evaluation of the process. Note should be taken that this is a cyclical process within each teacher's community of practice (the school).



Cyclical Teaching and Learning Process

Use of didactic materials

Choosing didactic materials: The choice of didactic materials has to be in line with the lesson to be taught. It doesn't have to be dangerous and should be adapted to the age of the learner.

Type of materials: It should preferably be concrete; semi-concrete material is equally accepted. Local, natural and found materials should be used to cut down on cost. You are also encouraged to use appropriate Information and Communication Technology tools to teach.

Technique: This is done depending on the availability of the resources and the activity to be carried out. For example, a radio or a television can be used as a medium for receiving information. The teacher can ask pupils to watch a television slot (football, story, cartoon, series, etc) at home or in school and then organise a class discussion. On the other hand, a tape can be used to listen to a song and learn the melody. Also, a cell phone can be displayed for learners to study letters of the English or French alphabet and numbers. A cell phone can also be used as an ICT tool to teach parts of a computer (keyboard, monitor, internal mouse, etc.)

SECTION 2

SPECIFICITIES OF NEW SUBJECTS AND KEY TEACHING METHODS

Objectives

This section will help you to:

- Identify key ways of teaching Vocational Studies and National Languages and Cultures
- Describe the process of implementing cooperative learning in your classroom
- Describe the key characteristics of project-based learning
- Describe the process of flipped classrooms

The Primary School Curriculum gives the teacher, the latitude to use the methods or pedagogic strategies that enable them to easily attain their objectives and develop competences in the learners. Due to the types of activities to be carried out, it is advisable to focus on Project Based Learning (PBL) in both the nursery and primary schools.

Specificities of Vocational Studies

Vocational Studies is a practical subject which provides learners with the opportunity to develop talents, initiative and a sense of creativity in order to enhance their holistic development.

It develops learners' autonomy, self-esteem and spirit of entrepreneurship for subsequent self-reliance towards a responsible and balanced life without any constraints on their ambition for further education. Vocational Studies aims at leading an individual into a real life situation of independence. Hence, it prepares the learners for self-employment in future. Vocational Studies is taught through Arts and Crafts, Agro-pastoral Farming and Home Economics. Only Arts and Crafts and Agro-pastoral farming will be taught in level I.

Arts and Crafts

Activities in this component will enable learners to acquire techniques to fabricate objects using natural and recycled or found materials from their environment.

To be able to do all of these, you are expected to liven up your classroom and pay attention to the different learning needs/styles of your learners. You should make the teaching-learning activity pleasurable and exciting. Follow up activities should also be provided to enable learners to reflect and share their points of view. This will help the pupils to develop skills that will help them link their classroom work to their day-to-day experiences as well as new and challenging situations.

Classroom management

Most classrooms are large, as such; you should be the master of your classroom. To make the teaching-learning process more enjoyable you should organise:

Group work: A mastery of group dynamics is invaluable for successful group work. Many of the activities especially those related to practical life skills development are done in groups. Group work needs to be planned carefully and used thoughtfully.

Pair work: Some tasks can be done in pairs e.g. bench mates or friends. This is an ideal way to bring pupils to assist each other.

- Working with desk mates reduces disturbance and unnecessary movements in class
- They share materials and technical know-how
- Slow pupils can be paired with fast ones
- Pupils with similar abilities can be paired so that they can proceed quickly while the teacher assists slow learners

Planning a lesson on Arts and Crafts

Planning a lesson helps teachers to make effective decisions on learning in the classroom and school environments. Careful planning makes you secure and confident in what you are teaching. Effective planning is therefore necessary to ensure effective teacher/pupil interaction in classroom settings. In order to plan any lesson on vocational studies or any other discipline, we must consider the following:

- The age of the learners
- The matter to be taught
- The integrated learning theme for the month
- The environment or background of learners
- The objectives to be attained
- The methods and strategies to be used
- The various assessment strategies to be used
- The stages and lesson procedure to be respected
- The teaching-learning materials to be used

For lessons on Arts and Crafts, the following teaching methods can be used: Project based learning, cooperative learning where children are encouraged to work in teams. Roles will be assigned to each team member. Demonstrative method can be used; flipped classroom pedagogy can also be used depending on the teacher. Develop learning activities based on the integrated theme. As far as Arts and Crafts is concerned, learners have to observe, manipulate, imagine, produce something, and should be able to present what they have fabricated explaining the various stages they used to come out with the product.

With the flipped classroom approach, you can assign pupils to go back home and find out the procedure of fabricating something. You can also invite resource persons to help out.

Like any other subject, you have to evaluate and remediate as you proceed especially as far as project based learning is concerned.

Performing Arts and Visual Arts

Visual Arts

Introduction: Performing Arts and Visual Arts stimulate creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

Objectives

- Develop receptiveness to Visual Arts and Performing Arts forms across time, place and cultures; perceive the significance of these arts forms as an integral part of life
- Improve the child's ability to control materials, tools and techniques
- Foster an enjoyment of and appreciation of the visual arts and a knowledge of artists, craftspeople and designers

Methodology: The school uses a variety of teaching and learning styles in Performing Arts and Visual Arts lessons. The principal aim is to develop the children's knowledge, skills and understanding. Teachers draw attention to good examples of individual performance as models for the other children. They encourage the children to evaluate their own ideas and methods, the works of others, and say what they think and feel about them. Children also have the opportunity to use a wide range of materials and resources including ICTs.

Didactic materials: Charts, pictures, pencils, cameras, audio-visual aids

Teaching/learning strategy: Individual/collaborative work, guided tours, demonstrations, cooperative learning.

Painting

Arts, especially painting gives us the opportunity to convey what we feel without having to speak what we feel coherently and logically. The emphasis is on emotion because it is a controlling force in our life and communicating emotions is not something that comes easily.

Objectives

- Identify painting materials
- Paint artworks/objects using appropriate colour combinations
- Show interest in beauty

Didactic materials: painting brush, colour pencils, paints, masks, gloves, buckets, water, erasers, a drawing paper, audio-visual aids

Teaching/learning strategy: The pupils will do individual paintings of items seen around the classroom. They will work in groups or in pairs in order to acquire the proper knowledge and skills of painting. The pupils will go on a guided tour with the teacher around the classroom identifying the different items, colour and equipment used. You will demonstrate how to use the different materials like paint, pencil, brush etc.

Activity: Identify and draw things you can see around the classroom; draw something you are interested in.

Application: Pupils will explore arts work and other pictures provided by the teacher. Talk again about paintings and the equipment used. The final project will be a piece of art (painting) created by the pupils representing something they are interested in. Lead the children to create their own paintings using appropriate colour combination and display for the whole class to see and evaluate which one they think is best. Let them explain the meanings of their drawings.

Ceramics

A ceramic is a solid material comprising an inorganic compound of metal, non-metal compounds that have been shaped and then hardened by heating to high temperatures

Objectives:

- Identify materials used in producing ceramics
- Produce ceramics
- Show interest in recycling materials

Didactic materials: charts/pictures, pots, flower vases, clay, moulds, tiles, cement, sand, masks, water, gloves, audio-visual aids.

Teaching/learning strategy: The pupils will do individual carvings with clay and mould items of their choice. These items should be related to the integrated learning theme of the month. They will work individually, in pairs and in groups. The pupils will go on a guided tour with the teacher around the school campus and classroom identifying ceramics and the different of types, material and equipment used. Demonstrate how to use the tools, equipment and various techniques involved in working with clay, mould. Recycle and improve work using feedback from various sources.

Activity: Identify and carve things you can see around the school campus; carve something which is not found in school but can be identified by the class.

Application: Take inspiration from images and visuals from the school campus and things found in our various houses. The final project will require producing ceramics from clay and mould by the pupils representing something they have seen in school or at home. Lead the children to create their own carvings using appropriate materials and display for the whole class to see and evaluate. Let the pupils especially those of the senior classes explain the materials used and how their knowledge from other subjects helped them in producing the objects.

Photography

Photography is the art, application and practice of creating durable images by recording light. They connect us to our past; they remind us of people, places, feelings and stories. They can help us to know who we are.

Objectives

- Identify materials used for producing photographs
- Snap pictures using appropriate focus
- Show love for photographing

Didactic materials: pictures, good cameras, smart phones, battery, waters, gloves, masks, paper, envelopes, films

Teaching/learning strategy: The pupils will take images with the camera individually. They will make an album of five images as a group with activities⁸ carried out in a classroom. The pupils will go on a guided tour with the teacher around the classroom and school campus identifying the different types of images they see and what is found in them. Demonstrate how to use the different tools like cameras, smart telephones, films, envelopes etc. You and the pupils will take various snapshots in the classroom and in the school compound.

Activity: Snap pictures of the classroom, themselves, flowers, the school compound and its environs.

Application: Draw inspiration from images and visuals from the school campus and things found in our various houses. Capture images of distinct things like humans, benches, buildings. Make an album of five pictures having elements which are related but not the same image. It should be displayed for the class to see and evaluate.

Architecture

Architecture is both the process and the product of planning, designing, and constructing buildings or any other structures. Architectural works, in the material form of buildings, are often perceived as cultural symbols and works of art.

Objectives:

- Identify materials used by an architect
- Draw miniature house plans and houses
- Appreciate planning

Didactic materials: charts/pictures, stencils, rulers, cardboard, pencils/pen, felt pens

Teaching/learning strategy: Ask pupils to create a house plan for their school building. Divide the class into groups and ask them to draw a house plan for a building of their choice. The pupils will identify the different types of buildings they can see around the neighbourhood. Demonstrate how to use the tools, equipment and various techniques involved in drawing a house plan. Identify the different steps involved. Use the materials provided to draw a house plan.

Activity: Draw a plan for the house you wish to build in future

Application: Sample house plans will be provided by the teacher for the pupils to see what a house plan looks like. They will get inspiration from these house plans, the school building and their houses. The final project will be a house plan for the teacher. Lead the children to draw the house plan and display for the whole class to see. They will have to explain their plan to a make-belief builder.

Specificities of National Languages and Cultures

The teaching of new subjects calls for related new didactics. For example the teaching of National Languages and Cultures may seem difficult in the Cameroonian context where we have more than two hundred and sixty languages. However, the problem of teaching languages is more peculiar in the urban areas. In the village, the language of the locality can be taught with the assistance of the education community but in town, teaching will resort to flipped classrooms.

Definition of concepts

Language: A communication tool with specific symbols and signs.

National languages: Languages of Cameroonian origin spoken in Cameroon.

Culture: Values, norms, beliefs, behaviour and material objects that constitute a people's way of life.

National culture: Values, norms, beliefs, behaviour and material objects that constitute a people's way of life first within the Cameroonian nation and secondly within the several ethnic groups in the country.

National languages and cultures: refer to values, norms, beliefs, behaviour and material objects that constitute a Cameroonian way of life and learnt through national languages.

Mother tongue: refers to the first language spoken by persons within their immediate milieu.

Scope of content: The General Alphabet for Cameroonian Languages (GACL), the English alphabet, experimental languages (Bassa, Ewondo, Ghomela, Fulfude and Duala), national languages (NL) of the different pupils in the classroom, languages in the community or within the subdivision, grammar and vocabulary of learnt languages, cultural aspects of learnt languages and others (meals, dressing, practices in given life's events, significant moments like births, marriage, death, community life, traditional interpretation of nature, traditional games etc).

3. Objectives of Teaching /Learning NLC: include enabling the learner to get enrooted in their cultures, develop self esteem, respect others, open up to other cultures and learn better.

4. When and where can the teaching /learning of NLC be done? National languages and culture can be taught and learnt in school during classroom activities, during play time, during cultural manifestations, during interaction with different media etc. It can also be done at home, within the community through various agencies of education and in museums.

Teaching/learning strategies

Four modalities have been identified on the teaching /Learning of National Languages: Teaching of N L as a medium of instruction, as a subject, as an auxiliary language and as an aspect of culture

Organisation of teaching/ learning activities: Given that the mastery of content on NLC varies from one teacher to another and based on the fact that national languages and cultures are inseparable, the following strategies could be used: flipped classroom , integrative learning,

illustrative and demonstrative learning, peer instruction, collaborative learning/team work, project-based learning, discussions, interdisciplinary approach etc.

Teaching learning activities include drama and sketches, conversation and dialogue, debates and round table conferences, recitations and poems, storytelling, games, listening comprehension, artefacts review (archaeological), picture reading, visits to museums or cultural centres etc.

Suggested didactic material include real objects, artefacts, models, charts and pictures, magazines, video and audio clips, the AGLC flip chart, flashcards, puzzles, exhibition corners etc

Evaluation criteria

Through the use of different forms of tests, assignments, projects and observation guides, it is important to verify the learners' willingness to speak the mother tongue, respect of rules related to the spoken languages, audibility, fluency, articulation, intonation in speech, sustained dialogue and animation, behaviour and mode in a cultural setting, willingness to act culturally, interactions with others in given scenarios, creativity and innovation, research skills and ability to look for information.

National languages can be taught by class teachers, colleagues, pupils, community resource persons and parents. The teacher should recognize the different scenarios of classrooms such as those with majority of the pupils speaking a common language, those with an experimental language and others having several languages with none as majority. Given the various classroom scenarios, the Extraction/extortion, Transitional and Additive bilingualism models could be used.

The principle of flipped classroom in the teaching of National Languages and Cultures

This pedagogy requires that for the effective teaching of a given theme, the teacher assigns learners, some days before the lesson, to investigate and present their findings in the next lesson. In this manner, the learners become the teacher and the teacher becomes the learner.

Example: If a teacher wants to teach greetings in a multilingual classroom, they should assign learners to go and find out from their parents/guardians how greetings are done in their languages. In the next lesson, the learners greet, for example "good morning" in their various languages. In this manner, the pupils and the teacher will learn from one another. At the end of the lesson, pupils will not only know how to greet in their languages but also in their peers' languages. As they learn and share their different cultures, thereby sharing our multicultural heritage. In this way, they share our multi-cultural heritage as they learn.

Admittedly, the nature of children does not predispose them to lying and even if they lie, their classmates will correct them since it is difficult to find a class in which each learner is the lone speaker of their language.

Teaching-Learning Approaches

Project-based Learning (PBL)

Project based learning is a teaching model that enables the learner to acquire knowledge, build skills and develop competences. The realization of a pedagogic project requires that the learner sets objectives and progresses with their peers within a specific time under the guide of the teacher. This is done through a concrete project which will be presented to an audience which can be school mates, parents and invited persons from the community. The key pedagogic principles include the significance of the project to the learner, active and responsible participation of the learner, open approach, collaboration and cooperation of pupils, concrete realization and integral development of the pupil.

The principal stages consist of identifying a problem through the help of the ILT, structuring the project in stages, specifying the contents, defining and distributing tasks, roles and responsibilities, establishing a calendar of activities, defining rules for the proper functioning of the teams, identifying the method of collecting data and ICT tools to be used and specifying the follow up of the project.

Cooperative Learning (CL)

Cooperative learning is a form of organising learning and work which gives priority to peer interaction and team work.

This form of learning is beneficial to both the learner and teacher in that it:

- facilitates the cognitive development of learners
- improves learners' reasoning capacities
- uses more effective strategies
- improves learners' aptitudes for generalization

With cooperative learning, the teacher plays the role of an observer, facilitator, mediator and consultant. The basic principles are: group size which should not be more than ten pupils, the composition and formation of groups, the learner's role, positive interdependence (if one learner fails or is lazy to carry out his/her task he/she is going to make the entire team to fail and on the other hand, every learner's success is the success of the team) A more beautiful way of describing cooperative learning is through football which is a popular sport in Cameroon. A football team comprises eleven players and if we take the case of the Cameroon national team, when Samuel Eto'o Fils or any other attacker scores, it is the success of the entire team and not only that of Eto'o or the attacker who scored. Collective efforts lead to the scoring of a goal and once a team wins no one player stands out as the owner of the victory. They all feel individually and collectively responsible. The football example is just to explain the underpinning role that cooperative learning can play on the learners. Once learners are given tasks, they work hard as individuals in order to contribute to the successful completion of the task; hence, learners acquire both individual and group satisfaction. Cooperative learning encourages hard work and empathy. Cooperative learning can be carried out easily by:

- organizing pupils into groups of at least fives and at most tens
- sharing tasks to all so that no pupil is idle
- accustoming pupils to listen to one another
- giving every group member the opportunity to share his/her ideas
- sharing materials and making sure all the learners are fully involved
- restricting unnecessary movements while projects are going on
- having signals to tell your pupils they are about to come to an end or start a new activity
- circulating and supervising; listening to group discussions; checking if groups have understood instructions; checking the materials they are using to make sure they are enough and relevant to the activity.

Tips about grouping learners

Grouping learners is determined by the activity and the pedagogic environment and as earlier mentioned groups of fives and at most tens is an ideal situation, but constitute groups according to your context. You must always make sure there is a balance, a combination of "expert" learners, dominant speakers, shy learners, quiet learners, "rambling" learners, intelligent learners, not so intelligent learners etc. This process gives the weaker learners self-esteem that helps them to become as proficient as those who assisted them.

SECTION 3

ASSESSMENT OF LEARNING

Objectives

This section is intended to:

- explain why learning outcomes are assessed
- explain how to assess knowledge, skills and attitudes
- list and explain types of assessment and their roles in the teaching-learning process
- suggest some assessment tools

System of learning

In the curricula, assessment is at the service of learning. Assessment becomes a means of diagnosing learners' difficulties in order to provide a solution. In the teaching-learning process, we will evaluate teaching and learning in relation to the specific objective of the lesson during and after the lesson. At the end of four weeks, that is a pedagogic month, there will be a culmination event where the project of the month will be presented. We must make sure children show transfer of knowledge from various subject areas to the project. The project presentation should be done in a relaxed, natural and enjoyable manner. Parents and members of the community should be invited in order to encourage learners to build more self-confidence. For senior classes, notes should be taken by the children for subsequent use in their homes or in the future. A general evaluation of the project should be done with the learners focusing on the strong and weak points of the project, what they can do better if they had to do the project again, further improvements and take-away messages from the project.

NB: Assessment here does not necessary mean giving marks to the learners.

Why assess learning?

Learning outcomes are assessed in order to provide answers to the following questions:

- What are we doing?
- How well are we doing it?
- How can we improve on what we are doing?

Some assessment tools for Nursery and Primary School Learners

The following tools can be of great help to this category of learners. The tools include:

- Portfolios
- Observation checklists (include cognitive, affective and psychomotor information)
- Interview with learners and parents
- Participation in projects and presentations
- General observations
- Quizzes
- Project presentations

NB: Cover knowledge, skills and attitudes

End-of-term assessment

End-of-term assessment activities should comprise the following:

- Pupils are asked to accomplish challenging tasks depending on the level. This task should take forms that are not necessarily written for learners with special learning needs or learners with special abilities/disabilities. It is important to make the task look like a transfer of knowledge from the classroom to the real-world. In every subject area, make sure you give it an interdisciplinary nature by including at least tasks that will demand the learner to import knowledge from at least three other subject areas.
- In order to do the above, make sure that you situate the learner by giving the context under which the learner is supposed to work then give the instructions and finally provide the task the learner is supposed to carry out (SIT: Stimulus, instruction and task)

NB: Written assessment for end of term examinations must be related to real-world/real-life situations. It is advisable to make pupils use helpful knowledge from either three other subject areas or subject components to answer these questions. These should equally include higher thinking order skills (Bloom's Taxonomy).

The criteria for the assessment of learning outcomes

For each assessment category, the teacher should establish their appreciation code.

- From 0 to 10/20 = Not yet meeting expectation (**NYE**)
- From 11 to 14/20 = Approaching Expectation (**AE**)
- From 15 to 17/20 = Meeting Expectation (**ME**)
- From 18 to 20/20 = Above Expectation (**AE**)

After an assessment exercise, the learners are not ranked according to performance. That notwithstanding, the marks of each learner should be recorded in their report booklets. Remediation is strongly recommended for the learners who are not yet meeting expectation. The target here is for all learners to be able to perform the envisaged tasks.

Criteria for the assessment of attitudes

- Exhibit the attitude without reminder: **Excellent**
- Exhibit the attitude when reminded: **Satisfactory**
- Exhibit the attitude when compelled to: **Average**
- Exhibit the attitude when he/she wants: **Poor**
- Does not exhibit the attitude even when compelled to or displays unacceptable behaviour
Unsatisfactory

Examples of attitudes to be observed in learners of Nursery and Primary Schools

Appreciation, cooperation, cheerfulness, punctuality, independence, respect, confidence, neatness and personal hygiene, the desire to learn all the subjects, interest in learning national languages and cultures, washing hands, obedience, composure, leadership skills, tidiness, listens attentively, empathy, remorse, etc.

Making use of Bloom's Taxonomy

Since the curriculum is aimed at producing learners that will be creative, problem-solvers and critical thinkers, we must make use of the higher taxonomic level of Bloom's Taxonomy for summative assessments (that is, end-of-term, end-of-year and/or end-of-course examinations)

Bloom's Taxonomy (revised) comprises six levels of difficulties from the most simple to the most difficult as follows:

1. Knowledge (remember: focus is on recall of facts)
2. Comprehension (understand: focus is on understanding but very close to recall)
3. Application (apply: focuses on applying or transferring knowledge)
4. Analysis (analyze: not only transfer knowledge but analyzes)
5. Evaluation (Evaluate: Take positions and draw conclusions)
6. Create (Create: Bring new ideas or knowledge as a result of the position taken)

If we have to weight, 10 – 20 per cent of the questions should fall with the first two categories above, while 40 – 60 per cent fall within the second two level of Bloom's taxonomy and the remaining 20 per cent should have a focus on evaluating and creating.

SECTION 4

TIME MANAGEMENT IN NURSERY AND PRIMARY SCHOOLS

Objectives

This part is intended to help you:

- Explain time allocation to Nursery and Primary School activities
- Describe activities that appear on the school timetables

Managing time in the Nursery School

There is no organised environment or a teaching-learning situation that can function adequately without an official schedule/timetable/guide. In the preschool sub-sector, many things have to be taken into account to draw-up a daily schedule for these young learners. These include:

- **Legislation** – What does the state propose? And what is practical to your context?
- **Child psychology** – What is the age range of children and their maturation level?
- **Routines** – Which are the basic activities that serve as a framework for other activities?
- **Transition activities** – Which activities should be incorporated as transition to constitute routine?
- **Domains** – Which are the five domains of preschool in Cameroon?
- **Leisure activities** – What should be considered as leisure activities?
- **Time allocation** – How much time should be allocated to what activity?
- **Time of the day** – At what time of the day should certain activities take place?
- **Holistic development of the young learner** – Which activities are cognitive, socio-affective, psycho-motor and language?
- **Dosage** – How much knowledge, skills and attitudes do you want to build in the young learner?

The table below provides elements needed for the elaboration of a daily time schedule which should be adapted to your local context. It is worth noting that the duration of a given activity can go up to 30 minutes. A total of 720 hours are “supposed” to be spent by learners every school year excluding all public holidays and other official school related celebrations. The 720 hours are calculated based on the fact that Nursery Schools open their doors/gates to learners every day at 7.30 am and close them at 1.30 pm. However, this time is not prescriptive and as always, local realities, weather and geographical conditions should always be taken into consideration when scheduling school time for Nursery School learners. Time adjustments could be done depending on local realities. This therefore means that Nursery School learners cover an average of 30 hours per week in school.

Annual and weekly time allocation for Nursery Schools

Domain	Percentage & total number of hours per annum	Activities	No. of hours per year	Total per week (Hours/minutes)
Routines	360 hours NB: 720 hours – 360 hours	Morning routines	60 hours	2 hours 30 mins
		Learning centre activities	60 hours	2 hours 30 mins
		Short break: toileting /washing, drinking water/milk/yoghurt/ natural juice/fruits	60 hours	2 hours 30 mins
		Long break: Toileting, washing and lunch	120 hours	5 hours
		Rest, Dance and Music, and Dismissal	60 hours	2 hours 30 mins
Literacy and Communication 35%	126 hours	Storytelling	30 hours	1 hour
		Poetry/ Rhymes	24 hours	30 minutes
		Reading	24 hours	30 minutes
		Writing	24 hours	1 hour 30 minutes
		French	12 hours	30 minutes
		Sign Language and Gestures	12 hours	30 minutes
Sciences & Technological Skills Development 25%	90 hours	Mathematics	24 hours	1hour
		ICTs	12 hours	30 minutes
		Sensory and Perceptive Education	18 hours	30 minutes
		Science and Technology	24 hours	30 minutes
		Agriculture	12 hours	30 minutes
Practical Life Skills 25%	90 hours	Citizenship	24 hours	30 minutes
		Character Education	12 hours	30 minutes
		Environmental Education	18 hours	30 minutes
		Safety Education	12 hours	30 minutes
		Health Education and Nutrition	24 hours	30 minutes
Arts and Crafts 10%	36 hours	Drawing and Colouring	12 hours	30 minutes
		Painting	12 hours	30 minutes
		Graphic Arts	6 hours	30 minutes
		Handwork	6 hours	30 minutes
Motor Skills 5%	18 hours	Physical Education and Sports (PES)	18 hours	30 minutes
Total number of hours per annum				720

Managing time in the Primary School

School time

In our country, this is determined by the 1998 Law to Lay Down Guidelines for Education and a ministerial order. These instruments provide for two notions of time: the allocated time for effective teaching-learning (including assessment and remediation) and the time actually used to carry out these different activities for the academic year.

Allocated time

The time officially allocated for the teaching-learning process for Primary Schools in Cameroon is 36 weeks interspersed with two periods of holidays, each lasting for two weeks. The 36 weeks are counted from the first Monday of the month of September to the second Friday of the month of June. The 36 weeks correspond to 1,224 hours per academic year making a total of 34 and a half hour of teaching-learning activities per week. This may seem clear as a rule. However, practice can vary due to other related and important activities, thereby obliging us to talk about time actually spent for effective teaching -learning during an academic year.

Effective teaching- learning time

It lasts for 32 weeks in 1,104 hours/year, since classes virtually stop throughout the national territory

in May in order to give room for end-of-course examinations. If the academic year envisages the start of official examinations from the second Monday of June, in reality, the Common Entrance Examination and the “*Concours d’entrée en 6ème*” usually take place before 20 May, warranting teachers to hurry over their syllabus coverage before this deadline. As such, at least four weeks of teaching are sacrificed.

On the other hand, out of the 1,104 hours 144 are deducted for daily breaks/recess and that leaves us with 960 hours of effective teaching -learning in the single shift system.

As concerns the 32 weeks dedicated to teaching-learning, the curriculum suggests 24 weeks for effective teaching-learning and 09 for assessments/project presentations/remediation.

Given the percentages attributed to the different domains and their related subjects 960 hours have been distributed in the tables that follow, in conformity with the international exigencies:

Annual Learning Time in hours with Co-curricular activities per Level and per Subject Area

1. Single Shift System

Subject Area	level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
French	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
Two Short Breaks of 15 Minutes each	52.9	52.9	52.9
Daily Assembly	57.5	57.5	57.5
Daily Long break	115	115	115
Total	915.4	915.4	915.4

Weekly Learning Hours with extra-curricular activities per Level and per Subject Area

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
French	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
National Languages and Cultures	1.5	1.5	1.5
Two Short Breaks of 15 Minutes each	2.3	2.3	2.3
Daily Assembly	2.5	2.5	2.5
Daily Long break	5	5	5
Total	39.8	39.8	39.8

2. Double Shift System

Annual Learning Time in hours with Co-curricular activities per Level and per Subject Area

Subject Area	level 1	Level 2	Level 3
English Language and Literature	172.5	172.5	138
Mathematics	69	69	103.5
Science and Technology	69	69	103.5
French	103.5	103.5	69
Social Studies	34.5	34.5	34.5
Vocational Studies	69	69	69
Arts	34.5	34.5	34.5
Physical Education and Sports	34.5	34.5	34.5
National Languages and Cultures	34.5	34.5	34.5
Information and Communication Technologies (ICTs)	69	69	69
One Short Break of 30 Minutes per level	11.5	11.5	11.5
Daily Assembly	0.5	0.5	0.5
No Daily Assembly and Long break	0	0	0
Total	702	702	702

Weekly Learning Hours with Co-curricular activities per Level and per Subject Area

Subject Area	Level 1	Level 2	Level 3
English Language and Literature	7.5	7.5	6
Mathematics	3	3	4.5
Science and Technology	3	3	4.5
French	4.5	4.5	3
Social Studies	1.5	1.5	1.5
Vocational Studies	3	3	3
Arts	1.5	1.5	1.5
Physical Education and Sports	1.5	1.5	1.5
Information and Communication Technologies (ICTs)	3	3	3
National Languages and Cultures	1.5	1.5	1.5
One Short Break of 30 Minutes	3	3	3
One weekly Assembly	0.5	0.5	0.5
No Daily Long break	0	0	0
Total	33.5	33.5	33.5

The preceding tables showing the time that has been given to each subject area and activity as was previewed by the domains and their weighting are guides for schools to draw up class timetables. Here are some guiding principles in the drawing up of timetables:

Attention span

Learners of both nursery and primary schools exert some physical and intellectual efforts on a daily basis. Attention is an intellectual effort and conditions the progress of learners. Without attention, schools will grind down to a halt or better still, learners will have nothing to show for. It is for this reason that lesson duration in the nursery and primary schools has to take into consideration the attention span of children, even though some slight variations exist 'here and there'.

Generally, psychologists rate the attention span of children as follows:

- From 4 to 6 years (nursery) = 10 to 15 minutes
- From 6 to 8 years (Level 1) = 15 to 20 minutes
- From 8 to 10 years (Level 2) = 20 to 30 minutes
- From 10 to 12 years = not more than 50 minutes

Periods of high concentration and attention are during the day, from 9 a. m. to 12 noon on the one hand and from 2.30 to 5.30 p.m. on the other hand. The positioning of activities or subjects during the day has to take into consideration this recommendation. However, due to the nature of the curricula requiring a lot of hands-on activities, the children's attention span proposed above should be modified to suit the curricular realities. The time above was however proposed as a result of teacher-centred pedagogy. Now that the practice must be learner-centred the time allocated for various activities for Nursery Schools and Subjects for Primary Schools can be increased even though not in an exaggerated manner.

It is advisable to begin the day with more challenging activities or subjects. It is also worth noting that for a smooth transition from nursery school to primary school, time should equally be reserved for a warm welcome as learners arrive school every morning. It is good to vary activities /subjects during the day (activities requiring high concentration interspersed with less demanding activities/subjects).

Learners' concentration must be reawakened after break time, leisure time or after any intense activity or after a challenging activity or subject. In order to develop or maintain good attitudes and habits in learners, working space should be tidied at all times and kept clean for the next activity and of course all learners must wash their hands before eating and after using the toilet. (This can take a bit of time but must be done; it is part of the teaching-learning process)
The seating position should, from time to time, be re-structured to suit team work and projects.

Drawing up timetables

A normal school day in the Nursery school lasts for 6 hours, running from 7.30.a.m. to 1.30 p.m. interspersed with two breaks of 30 minutes each. There is equally a thirty-minute time span every day from 7.30 to 8.00 to welcome the children and perform all morning routines, followed by another 30 minutes of voluntary learning centre activities. Children are allowed to learn on their own by moving to learning centres of their choice while the teacher watches their interests and attractions for the days keenly.

In the case of a one shift system, effective learning-teaching lasts for six hours. However in the case of two shifts system, a school day runs from 7.30 a.m. to 12.30 and from 12.30 to 5.30 p.m. Only one break time is observed in this shift system and they benefit from just 4 hours 30 minutes of teaching-learning time.

A timetable is a means of coordinating some key elements in school - learners, teachers, rooms /space and time slots - on the one hand and of adapting teaching-learning to all. Due to the alternating nature of its elements, some of which require close attention and others free attention, the timetable responds to the physical and psychic capacities of learners (which explains why it varies with the age of learners and nature of the class). To draw up a timetable, the teacher/school should:

Respect the syllabus: Every activity in the syllabus has to be carried out and each subject taught respecting the number of periods or sessions, so as to be in line with the required official rate of syllabus coverage per subject/activity. Breaks have a fixed duration.

Respect the time allocated to each subject: The annual duration indicated in the syllabus is proof of its flexibility.

Respect learners' pace: The teacher should take into consideration the pace of the learners and the choice of the activity/subject in function of the period of the day. The sessions do not have the same duration, nor mode of organisation; the teacher should foresee the recurrence: long periods/sessions should be interspersed with short periods/sessions, be they indoor or outdoor sessions or lessons.

Management of daily and weekly teaching-learning time in a two shift system

For this shift system, the timetable for a school day lasts for 7 hours (6 hours of teaching- learning and 1 hour of long and short breaks)

Recapitulation on drawing up timetables

- Attention span
- Learners are smart
- Timetable of activities and subjects must be balanced and strategically placed
- There must be transition routines especially for longer and more intense activities
- Local realities, climatic or geographic conditions must be considered
- Learning takes place at all times
- Timetables must include all activities within and beyond the classroom and should include all transition and routine activities.

SECTION 5

BONUS INFORMATION

Comparing the Previous and Present Curricula

Curricula elements	Previous curriculum	Present curriculum
Learning goals	Knowledge acquisition (Learning in order to reproduce the knowledge /Rote learning)	Development of knowledge, skills and attitudes (Learning in order to produce, create, recreate, solve problems)
Objectives	Content-based objectives (Objectives were more indicative of what the teacher will do with the content)	Behavioural objectives (The Objectives are indicative of what the learner will do in terms of knowledge, skills and attitudes)
Content	Independent activities/subjects (The link between activities/ subjects not defined)	Broad-fields (Integrated learning themes to define the link between activities/ subjects)
Curricula experiences	Highly teacher-based and transmission of knowledge	Highly learner-centred and appropriation of knowledge through Project-based learning, Integrated theme learning, Cooperative learning, flipped classrooms
Assessment	Norm referenced (Ranking learners and putting them in unhealthy competition with one another)	Criterion referenced (Descriptive of what the learners can do thereby showing a clear picture and at the same time putting the learners in a situation of helping one another rather than competing with one another)

Useful Tips for Writing Individual Lesson Plans

Subject:

Date:

Class:

Number on roll:

Average Age

Lesson title:

Duration:

Objective(s):

Entry behaviour (Previous knowledge)

Resources (Didactic materials)

Stages	Subject matter/ Content	Learners' activities	Teacher's activities	Duration
Introduction				
Presentation				
Conclusion				

Introduction

This is the most important part of a lesson. If it is poorly managed, disciplinary problems will occur during the entire lesson. Attention grabbing activities which can be done in one of the following ways depending on the lesson or on your teaching style. They should however be open-ended activities: Brainstorming, prediction, observation of real objects related to the lesson, elicitation, watching/listening to videos/audios, gestures/movements, mistakes, etc.

NB: Always read the objective of the lesson together with the learners and in senior classes let them copy. This stage is a reflection of the “Entry behaviour “ or “Previous knowledge”

Column for Content/Subject matter: Here the actual content has to be presented. The real results of your activities with the learners. These are facts.

Column for learners' activities: State what the learners will be doing in relation to the lesson e.g. observe, respond to questions, ask questions, watch, listen.

Column for teacher's activities: What you will be doing in relation to guiding the teaching-learning process. This relates directly with classroom techniques and methods e.g. Questions, answers, elicits, demonstrates, brainstorm etc.

Column for duration: this stage of the lesson is timed here in order to give a sense of direction to the teacher. Evidently, less time will be used here than in the presentation and evaluation stages.

Presentation

The “snack” or the “main course” of the lesson. This stage reflects the concepts that were presented in the objectives of the lesson. This phase equally reflects deeper insights into the title of the lesson.

Column for Content/Subject matter: Write out **ALL** the main points/concepts as related to the objectives and lesson title. All the facts should be written in point form depending on the subject. Write out practice activities as a brief closure of the “snack” and this is where the ILT and especially the weekly context fits well. Then proceed to the « dessert » or the concluding stage of the lesson

Column for learners' activities

Question, answer, collaborate, tell story, listen, write, work in groups, discuss, think-pair-share, practice (Guided, collaborative and independent), experiment

Column for teachers' activities: Questions, answers, demonstrates, tells story, directs instructions, writes, explains, guides.

Column for duration: this stage of the lesson is timed here in order to give a sense of direction to the teacher. Obviously, the greatest percentage of the lesson is used here than in the introduction and conclusion stages.

Conclusion

Must involve "Demonstration of learning" (DOL), that is, a quick assessment. Could equally involve assignments, further research, copying of notes, hints for next lesson, etc. This stage must reflect the lesson's objectives.

Column for Content/Subject matter: Questions for assessment
Questions for assignment or further research

Column for learners' activities: Think-pair-share, write, present, read aloud, do mind mapping, demonstrate, dramatise, mime, recite to show proof of the attainment of the lesson objectives

Column for teacher's activities: administers a test, corrects, assigns, concludes

Column for duration: this stage of the lesson is timed here in order to give a sense of direction to the teacher. Obviously, less time will be used here than in the introduction and presentation stages.

Useful Verbs to State Educational Objectives (Bloom's Taxonomy)

Level	Appropriate verbs
Stating knowledge	arrange, associate, cite, collect, contrast, categorize, classify, compare, define, describe, differentiate, discuss, distinguish, duplicate, estimate, examine, explain, extend, express, identify, organise, memorize, pick, spell, list, quote, name, order, tell, label, locate, interpret, predict, review, restate, recall, repeat, relate, record, recognise, reproduce, report, show, state, translate, tabulate
Stating skills	assemble, appraise, argue, assess, attach, analyze, apply, arrange, begin, bend, build, calculate, calibrate, complete, categorize, change, choose, compare, collect, compose, convince, combine, contrast, construct, criticize, conclude, connect, classify, create, defend, demonstrate, detect, determine, differentiate (by touch), discover, discriminate, dismantle, distinguish, divide, design, develop, differentiate, display, dramatize, drive, evaluate, express (facially), examine, experiment, explain, fasten, fix, follow, formulate, handle, identify, isolate, integrate, predict, move, proceed, grind, manipulate, measure, mend, mix, organise, perform produce, repair, employ, illustrate, interpret, operate, practise, modify, relate, question, order, infer, manage, organize, plan, prepare, propose, generalize, judge, predict, vary, rate, reorganise, grasp, operate, reach, react, recommend, reproduce, relax, respond, relate, revise, rewrite, treat, separate, set up, select, shorten, stretch, summarize, support, show, sketch, state, schedule, solve, test, trace, use, volunteer,
Stating attitudes	appreciate, accept, act, answer, assist, attempt, challenge, cherish, compare, comply, conform, defend, demonstrate, discriminate, display, dispute, help, join, judge, greet, initiate, invite, label, praise, participate, perform, question, present, tell, treasure, propose, synthesize, influence, modify, qualify, verify, revise, relate, respect, share, serve, solve, support, show etc.

APPENDIX

GUIDELINES FOR CLASSROOM ORGANISATION AND CLASSROOM MANAGEMENT

WHAT IS CLASSROOM ORGANISATION?

Classroom organisation refers to arranging a classroom and making it SAFE for the teaching-learning process. This entails arranging and re-arranging, permanently changing furniture and didactic materials as the need arises. It entails placing learning centres and structures in order to optimise learning and stimulation in the case of the Nursery school situation. If the classroom is not well organised and tidied, it will make movements for both the facilitator and the learners difficult. At this stage of initiation to lifelong learning, the young child needs permanent stimulation and permanent attention. Children are very sensitive and if for some reason, the facilitator's attention is needed directly or indirectly and it is not given immediately, they will withdraw. They might think that they are less loved and they will not be able to show their potentials.

Classroom organisation is therefore important in every learning situation. As a practising teacher and depending on the means at your disposal, you must always make sure that the available resources and equipment are maximised. Classroom organisation does not only involve the spontaneous re-arrangement of furniture to suit the activities carried out. It equally involves the organisation of didactic materials or the teaching learning materials, the organisation of learning centres as the case may be.

Classroom organisation should equally include particular places for children to get items they need. For example: a place where chalk is kept, where coloured pencils are kept, where children's drawings and productions are kept, items to share to children, dust bins, and so on and so forth. Note should also be taken that after a while, the things in the learning centres should be changed/replaced. The classroom furniture should be moved in various forms depending on the activities carried out. The classroom can be arranged in:

- 1) **Circular form:** Children sit in circle forms. This can be done during activities like story telling. Recitations, singing, dancing, group work: where different circles can be formed.
- 2) **Semi-circular form:** Children sit in this form during activities mentioned above for a change, drama, role play, modelling etc.
- 3) **Rectangular form:** All activities
- 4) **Classroom style:** In the morning for general morning devotions, announcements, greetings etc
- 5) **Outdoor:** Weather observation, environmental education, physical education, end-of-year activities, outdoor activities, etc

WHAT IS CLASSROOM MANAGEMENT?

In order to render classroom organisation successful, there must be adequate classroom management. On the other hand, in order for classroom management to be successful there must be adequate classroom organisation. The two are therefore interwoven. Classroom management is the same as classroom discipline. The teacher uses techniques and ways to make the young learners to be interested in their activities without being agitated. In order to achieve a busy Nursery school environment, you may implement the following

- 1) Have a teacher's table and chair in the classroom which will serve as your working space on a one to one with learners. They will always know where to find you with their complaints and difficulties

- 2) Have many eyes. That is, you must pay equal attention to all the learners. It is not possible at the same time but you must be very alert in a way to always intervene.
- 3) Have learning corners/centres in your classroom. With these, the children will always be assigned to take turns to work in these corners. Make sure you share them in groups, provide group leaders and after each group finishes, they can move to the next corner. You must teach them negotiation skills: “Please”, “Thank you”, “I am sorry”, “Excuse me” must be used as often as possible to negotiate to move to the next learning centre.
- 4) Make sure activities carry all the learning styles (visual, audio and kinaesthetic)
- 5) Always speak with a soft voice. Do not use loud tones, swear words, threats on young learners. Always make sure they notice you are also listening to them. In this way, you impart listening skills in them.

USEFUL GROUND RULES FOR DEALING WITH YOUNG LEARNERS

There are some simple ground rules to be respected when dealing with young learners viz.:

- 1) Do not discriminate among learners
- 2) Love all learners genuinely
- 3) Pay close attention to their activities
- 4) Pay close attention to their temperaments
- 5) Always tone down your voice and make it sweet and loving
- 6) Do not raise your voice by saying it is not a market, it is a school/classroom. Anyway you can raise your voice if it is singing time.
- 7) Always smile
- 8) Say what you mean and mean what you say (Warning should be gentle but firm)
- 9) Hug and kiss them
- 10) To change tasks, you can say something like, I am going to count from one to 30 and I should see the room clean, or everyone should go back to class, everyone should go to wash their hands, etc.
- 11) Use other means to get children’s attention e.g. raising both hands, staring at the ceiling, putting both hands on your waist etc. In this manner, they will imitate and subsequently know that it is time to pay attention.
- 12) Always thank them, say you’re sorry, excuse yourself in order to teach them politeness
- 13) Do not use gender bias language in the classroom, for example, boys are very strong while girls are weaker so the boys should do science while the girls should take languages more seriously.
- 14) Beware of gender stereotyping in terms of colours and toys For example the boys blue, the girls pink or boys aeroplanes, cars and girls dolls
- 15) Make sure you’re always warm with all children. Do not forget they’re always watching and picking up habits from you.

LEARNING CENTRE IDEAS

Language/Bilingual or Literacy learning centre

A language or a bilingual corner can be carefully put up in a Nursery school classroom. In this corner, real objects especially imperishable ones should be labelled and carefully placed. Word cards consisting of common vocabulary items should be well written out and displayed in the word corner. Big books and little story books could also be placed in this corner.

Nature corner learning centre

Depending on the environment, many items can be placed in a nature corner. If possible, they could be labelled to serve the purpose of literacy. These include items like:

- Flowers
- Grass
- Boxes with transparent glass with different leaves, insects, feathers
- Wood or wooden tools (mortar, pestle, spatula, cutting board, xylophone etc)
- Bamboo tools (chair, cupboard,
- Raffia tools (brooms, palms, bamboos etc)
- Laboratory equipment like coat, gloves,
- Stones
- Pair of plastic glasses
- Shells
- Tape, thread, materials
- Vegetable garden out of the classroom
- Flower beds out of the classroom
- Weather instruments (wind vane, rain gage, clock etc)

Shopping corner/Numeracy learning centre

Real or fake money can be placed here in a basket and children are encouraged to take turns to shop in this centre. Real or fake items can be placed with prices labelled on them.

- Chocolate, sardine, yoghurt, milk, etc.
- Fruits
- Vegetables

ICT learning centre

Here, some ICT tools are kept:

- Laptop
- Desktop/laptop
- Telephone (cellular telephone, fix telephone)
- TV
- Radio
- Keyboard
- Monitors
- Mouse
- Cables etc

Culture corner

In order to remain rooted in our culture, a culture corner should be introduced in the Nursery school classroom setting. Depending on where the Nursery school is found, local materials from that area should be put in the corner. In many cases, local materials from other parts of the country can be displayed if available. In this case, the teacher/caregiver should be able to explain the symbolism of these to the young children. These materials include:

- Traditional attire
- Traditional musical instruments
- Traditional utensils and mini furniture
- Relevant charts of cultural aspects especially of that area
- The General Alphabet of Cameroonian Languages