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**WEEKLY LESSON NOTES WEEK ELEVEN (11)**  
**BASIC SIX**

## WEEKLY SCHEME OF LEARNING- WEEK ELEVEN (11)

### BASIC SIX

Name of School.....

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>ENGLISH LANGUAGE</b>		
<b>Reference</b>	English language curriculum		
<b>Learning Indicator(s)</b>	B6.1.4.1.2. B6.2.3.1.1. B6.3.5.1.2 B6.4.9.3.1. B6.5.4.1.3 B6.6.1.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>A. Learners can tell stories around given themes</li> <li>B. Learners can use words with centering diphthongs ( e.g. / iə, eə, ʊə ) to make meaningful sentences</li> <li>C. Learners can use appropriate subject-verb agreement (indefinite pronouns, singular/plural and collective nouns</li> <li>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</li> <li>E. Learners can use a range of verb forms in speech and in writing.</li> <li>F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</li> </ul>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> 40 <i>MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i> <b>(Learner And Teacher)</b>

Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>SOMETHING PASS</u></p> <p>Something pass Response: something pass through my body to my heart.</p> <p>Something pass Response: something pass through my mouth to my stomach. Lalala laaa</p>	<p><b>A. ORAL LANGUAGE</b></p> <p>Discuss themes in storytelling.</p> <p>Tell a story to learners</p> <p>Guide learners with questions to identify the theme of the story e.g. love, honesty, patriotism, hard work, etc.</p> <p>Based on the example, have learners tell stories around given themes.</p>	Review the lesson with learners
	<p>Response: lala laa lala lala lala la</p> <p>Lololo loo</p> <p>Response: lolo loo lolo lolo lolo lo</p>	<p>With examples encourage the use of appropriate vocabulary to depict chosen themes.</p>	
Tuesday	<p>Revise with learners on the previous lesson</p>	<p><b>B. READING</b></p> <p>In a discussion have learners talk about diphthongs.</p> <p>Give several examples and elicit examples from them.</p> <p>/iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure</p> <p>Have learners use words with diphthongs in meaningful sentences.</p>	<p>Ask learners to use words with target diphthongs in conversation</p>

<p>Wednesday</p>	<p>Display word cards on the teachers table in front of the class.</p> <p>Group class into three or four.</p> <p>Invite each leader from the group in turns to face the class with his/her back to the board.</p> <p>Write a letter on the board for the others to make its sound.</p> <p>The leader then search through the word cards to identify the letter.</p>	<p><b>C.<u>GRAMMAR</u></b></p> <p>Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners.</p> <p>Have groups of learners discuss and exemplify the following: - A singular subject goes with a singular verb.</p> <ul style="list-style-type: none"> <li>- A plural subject goes with a plural verb.</li> <li>- A collective subject goes with singular or plural verb.</li> </ul> <p>Present a text. Put the class into groups to identify sentences showing subject -verb agreement involving Indefinite pronouns as subjects. Each group presents its work.</p> <p>Conduct suitable drills for learners to have practice.</p>	<p>Review the lesson with learners</p> <p>Ask learners to summarize the lesson in turns</p>
		<p>Learners sit in groups to converse on a topic. E.g. "What the people in my family do daily".</p>	

<p>Thursday</p>	<p>Write onset and rime words on cards.</p> <p>C in in M at at</p> <p>R an</p> <p>Mix the cards up and place them on a table or in a bowl in front of the class.</p> <p>A pupil picks a card, if she picks an onset, she searches for card with a Rime and vice versa.</p> <p>She then put the two cards together and blend the sounds to read the word and write it on the board.</p>	<p><b>D. WRITING</b></p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <p>Guide learners with the questions below:</p> <ol style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ol> <p>Have learners read their partners' draft and offer suggestions.</p> <p>Encourage learners to make as many changes as are necessary to improve their drafts.</p> <p>Have learners make a clean draft for publishing.</p>	<p>Review the lesson with learners</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Engage learners in the "Lucky Dip game" Learners take turns to dip their hands into a box containing words, pick a card and use the word in a sentence. E.g. a team of horses, a bevy of ladies, a flock of sheep</p>	<p><b>E. WRITING CONVENTION</b></p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <p>Guide learners with examples to construct sentences using the past perfect form of verbs. E.g. When you came I had already finished the work. Let learners narrate</p>	<p>Review the lesson with learners</p>

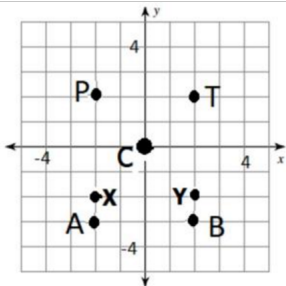
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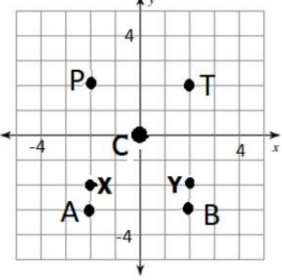
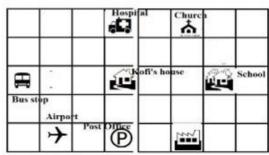
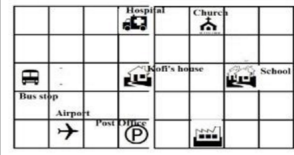
	<p>Guide learners to choose and read books during the library period</p>	<p>using both tenses.</p> <p>Let learners write a letter to an elderly relative on something that happened in the past.</p> <p>Learners in their groups (mixed ability), choose a topic or event they will want to write on using the past perfect and simple past tenses.</p> <p>Have learners write a mind map to guide their writing.</p> <p style="text-align: center;"><b>F. <u>EXTENSIVE READING</u></b></p> <p>Lead discussion on the importance of reading widely.</p> <p>Have learners read books of their choice independently during the library period.</p> <p>Learners think-pair-share their stories with peers.</p> <p>Ask each learner to write a two-paragraph summary of the book read.</p> <p>Invite individuals to present their work to the class for feedback.</p> <p>Encourage them to visit the local library to read and borrow books.</p> <p>Encourage them to share</p>	<p>Have learners to tell what they read to the whole class</p> <p>Have learners to tell what they read to the whole class</p>
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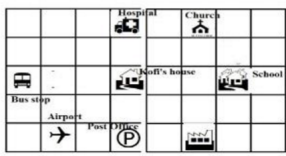
		whatever they read with their mates. Guide learners to choose and read books during the library period	
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<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.3.3.5.1
<b>Performance Indicator</b>	Learners can tell the position and motion of objects in space using the cardinal points northeast, north-west, south-east and south-west
<b>Strand</b>	Geometry and measurement
<b>Sub strand</b>	Geometric Reasoning
<b>Teaching/ Learning Resources</b>	Cardinal points grid chart
<b>Core Competencies:</b> Problem Solving Skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision; Cultural Identity	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite rhymes in relation to the lesson <u>I AM COUNTING ONE</u></p> <ul style="list-style-type: none"> <li>• I'm counting one, what is one</li> <li>• 1 - One is one alone, alone it shall be.</li> <li>• 2 - Two pair, two pair come pair let us pair</li> <li>• 3 - Turn around</li> <li>• 4 - Follow me</li> <li>• 5 - Fire</li> <li>• 6 - Sister</li> <li>• 7 - Savior</li> <li>• 8 - Eat more fruits</li> <li>• 9 - Nana Yaw</li> <li>• 10 - Thank your God.</li> </ul>	<p>Pupils describe the position and motion of objects from one point to another using the 4 main cardinal points and the half-between: e.g. The point <b>P</b> is north of the point <b>P X</b> but northwest of point <b>C</b>. Y is south of <b>T</b> but south-west of <b>C</b>.</p> 	<p>Review the lesson with learners</p> <p><b>Assessment:</b> Have learners to practice with more examples</p>


<p>Tuesday</p>	<p>Engage learners to Play show me a number game with learners (up to 30), with fingers.</p> <p>Teacher mentions the number from (1 to 10).</p>	<p>Pupils describe the position of places in a grid from a given location. E.g. the church is north-east from Kofi's house; the hospital is north-west from Kofi's house</p>	<p>Review the lesson with learners</p> <p><b>Assessment:</b> Have learners to practice with more examples</p>
	<p>Learners then show their fingers up to show the number</p>		
<p>Wednesday</p>	<p>Engage learners to Play show me a number game with learners (up to 30), with fingers.</p> <p>Teacher mentions the number from (1 to 10). Learners then show their fingers up to show the number</p>	<p>Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> 	<p>Review the lesson with learners</p> <p><b>Assessment:</b> Have learners to practice with more examples</p>
<p>Thursday</p>	<p>Engage learners to sing the song <u>WE CAN COUNT</u>          We class six          We can count          We count 1,2,3,4,5          We count 6,7,8,9,10          We class six can count very well.</p>	<p>Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church.</p> 	<p>Review the lesson with learners</p> <p><b>Assessment:</b> Have learners to practice with more examples</p>

Friday	Engage learners to sing the song <u>WE CAN COUNT</u> We class six We can count We count 1,2,3,4,5 We count 6,7,8,9,10 We class six can count very well.	Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church. 	Review the lesson with learners  <b>Assessment:</b> Have learners to practice with more examples
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<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 37		
<b>Learning Indicator(s)</b>	B6.2.2.1.2		
<b>Performance Indicator</b>	Learners can observe the life cycle of a plant (okra or maize plant)		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Life cycle of organism		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Communication and Collaboration, Critical Thinking and Problem-Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner And Teacher)</b>

	The teacher brings a bag into the classroom that contains an object that has a connection to the lesson. Then it is passed around and learners try to determine what is in the bag just by feeling it. The student who guess right wins, and hence introduce the lesson.	Guide learners to plant viable maize and okra seeds and care for them until they bear fruit	What have we learnt today?  Life cycle of a plant (okra or maize plant)  Ask learners to summarize the main points in the lesson
	Revise with learners on the previous lesson	Learners observe the growing plants weekly and record the changes that take place until other viable seeds are produced.	Review the lesson with learners
	Revise with learners on the previous lesson	Learners write a report based on their observations	Review the lesson with learners

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page
<b>Learning Indicator(s)</b>	B6.2.2.1.1
<b>Performance Indicator</b>	Learners can explain the importance of animal waste to plants
<b>Strand</b>	All Around Us
<b>Sub strand</b>	Plants and Animals
<b>Teaching/ Learning Resources</b>	Pictures, word cards , chart an videos
<b>Core Competencies:</b> Communication and Collaboration Creativity and Innovation Personal Development and Leadership Critical Thinking and Problem Solving	

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>OLD MACDONALD HAD A FARM</u>            Old MacDonald had a farm            E-I-E-O            And on his farm he had a cow            E-I-E-O            With moo, moo here            And moo, moo there            Here a moo, there a moo            Everywhere a moo, moo            Old MacDonald had a farm            E-I-E-O</p> <p><i>(continue with the sounds of other animals)</i></p>	<p>Learners watch pictures and videos of manure and discuss the importance of manure            e.g. soil fertility</p> 	<p>What have we learnt today?</p> <p>Importance of animal waste to plants</p> <p>Have learners to summarize the main points in the lesson</p>
	<p>Revise with learners on the previous lesson</p>	<p>Obtain different plant and animal waste from the community and use such materials to prepare manure</p>	<p>Review the lesson with learners</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Six

<b>Subject</b>		<b>RELIGIOUS &amp; MORAL EDUCATION</b>	
<b>Reference</b>		RME curriculum Page 49	
<b>Learning Indicator(s)</b>		B6 2.1.1.1	
<b>Performance Indicator</b>		Learners can discuss the importance of prayer in our lives.	
<b>Strand</b>		Religious Practices and their Moral Implications	
<b>Sub strand</b>		Religious Worship in the Three Major Religions in Ghana	
<b>Teaching/ Learning Resources</b>		Videos and pictures	
<b>Core Competencies:</b> Faithfulness, Obedience Respect, Commitment, Humility, Togetherness Cultural Identity, Gratitude Communication and Collaboration, Personal Development and Leadership Creativity and Innovation and Global Citizenship			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to play games and sing songs and recite rhymes in relation to the lesson  <u>PRAYER IS THE KEY</u> Prayer is the key Prayer is the key Prayer is the master’s key Jesus started with prayer and ended with prayer Prayer is the master key  <u>READ YOUR BIBLE PRAY EVERYDAY</u> Read your bible pray everyday Pray every day, Pray every day Read your bible pray everyday If you want to grow  If you want to grow If you want to grow Hallelujah Read your bible pray	Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship.  Let learners talk about the types of prayer:  <b>Christianity</b> - thanksgiving, intercession, supplication, confession, etc. <b>Islam</b> - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. <b>Traditional</b> - thanksgiving, intercession, supplication, confession, etc.  Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc.  Ask learners to demonstrate how prayer is performed in the three major religions.	What have we learnt today?  The importance of prayer in our lives  Ask learners to summarize the main points in the lesson

	everyday If you want to grow		
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<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page 41
<b>Learning Indicator(s)</b>	B6.4.4.1.1
<b>Performance Indicator</b>	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.
<b>Strand</b>	Colonization and Developments under Colonial Rule in Ghana
<b>Sub strand</b>	Political Developments Under Colonial Rule
<b>Teaching/ Learning Resources</b>	Videos and pictures
<b>Core Competencies:</b> use evidence to analyze and reconstruct political developments during the colonial period, creativity and innovation	


<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Revise the previous lesson with learners.	Discuss the features of 'direct' rule. Examples; 1. Presence of many white settlers 2. Alienation of African land by the Europeans etc.	What have we learnt today?  Features of direct rule  Ask learners to summarize the lesson
	Group learners into three (3), appoint a leader from each group to act as the teacher.  Ask them to summarize what was covered in the previous/current lesson. The class is allowed to pose questions to the leaders. The group who summarizes well wins.	Discuss the features of 'indirect' rule. Examples; 1.the chiefs were the rulers, but real power stayed with the governor employed by the British government  2. the chiefs had the responsibility for both raising and spending taxes etc.	What have we learnt today?  Features of indirect rule  Ask learners to summarize the lesson

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
Three	Six
<b>Subject</b>	<b>CREATIVE ARTS</b>
<b>Reference</b>	Creative Arts curriculum Page
<b>Learning Indicator(s)</b>	B6 1.3.4.1 B6 2.3.4.1



<b>Performance Indicator</b>	Learners can plan an exhibition of own functional and decorative artworks that reflect the medium and style of some international visual artists studied
<b>Strand</b>	Visual Arts And Performing Arts
<b>Sub strand</b>	Displaying and Sharing
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools , other materials available in the community

**Core Competencies:** Decision Making, Creativity and Innovation

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Have Learners to watch a short video on an exhibition or visit an exhibition center or gallery	<p>Have learners to trace and make drawings of different images of objects on manila cards.</p> <p>Show samples of Christmas cards to learners and have them do same on their own.</p> <p>Learners to make and color paper wall hangings for Christmas</p> 	Teacher guides learners in any difficulties
	Prepare and set the stage for the exhibition	<p>Have learners to display their artworks on the exhibition stage.</p> <p>Teacher(s) go round and observe artworks created by learners.</p>	Teacher(s) express their judgments on the artworks

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Reference</b>	Ghanaian Language curriculum Page 86		
<b>Learning Indicator(s)</b>	B6.5.2.1.1 B6.5.2.1.2 B6.5.2.1.3		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can use punctuation marks appropriately in writing paragraphs.</li> <li>• Learners can use punctuation marks appropriately in writing essays.</li> <li>• Learners can use punctuation marks appropriately in writing reports.</li> </ul>		
<b>Strand</b>	Writing Conventions		
<b>Sub strand</b>	Integrating Grammar In Written Language (punctuation)		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card		
<b>Core Competencies:</b> Creativity and innovation Communication and collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Sing songs and rhyme in relation to the lesson	<p>Write well punctuated sentences on flashcards.</p> <p>Teach learners what a paragraph is.</p> <p>Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs.</p>	<p>Have learners to tell what they have learnt</p> <p>Learners use punctuations marks appropriately in writing paragraphs</p>

	<p>Play games, sing songs and rhyme in relation to the lesson</p>	<p>Revise punctuation marks with learners.</p> <p>Give a topic for learners to write a short essay on.</p> <p>Take learners' essays and discuss the punctuation used in them.</p> <p>Give another essay topic for learners to write and discuss among themselves the punctuations used.</p>	<p>Have learners to tell what they have learnt</p> <p>Learners use punctuations marks appropriately in writing essays</p>
	<p>Play games, sing songs and rhyme in relation to the lesson</p>	<p>Write well punctuated on flashcards.</p>	<p>Have learners to tell what they have learnt</p>
		<p>Use the flashcards to help learners write their own reports.</p> <p>Give a topic for learners to write a report on and check the use of their punctuations.</p> <p>Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them.</p>	<p>Learners use punctuations marks appropriately in writing report</p>

<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.		
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page 79		
<b>Learning Indicator(s)</b>	B6.4.2.4.3:		
<b>Performance Indicator</b>	Learners can plan a balance diet menu to improve performance in physical activity.		
<b>Strand</b>	Physical Fitness Concepts, Principles and Strategies		
<b>Sub strand</b>	Safety And Injuries		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> They develop communication skills such as speaking, listening, cooperation, problemsolving and tolerance through class discussion.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> 10 MINS (Preparing The Brain For Learning)	<b>PHASE 2: MAIN</b> 40MINS (New Learning Including Assessment)	<b>PHASE 3: REFLECTION</b> 10MINS (Learner And Teacher)

	<p>Show learners pictures of balanced diet</p> <p>Have learners to talk about the pictures</p>	<p>Learners understand the need to take in a balance diet to keep them healthy.</p> <p>It is important to food to gain energy.</p> <p>Food is made up of six classes of nutrients including carbohydrates, fat, protein, vitamins, minerals and water.</p>	<p>Review the lesson with learners</p>
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<b>Week Ending</b>	22 <sup>nd</sup> November, 2019.
<b>Class</b>	Six
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page 37
<b>Learning Indicator(s)</b>	B6.2.1.1.1. B6.2.1.1.2.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can demonstrate how to use the file menu, the insert and design ribbon from b5.</li> <li>• Learners can demonstrate how to use icons in the Text group in the Insert Ribbon.</li> </ul>
<b>Strand</b>	Presentation
<b>Sub strand</b>	Introduction To MS-PowerPoint

<b>Teaching/ Learning Resources</b>	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
	Revise with learners on the previous lesson	Guide learners to use File menu, Insert and Design Ribbons.  Guide learners to properly use the icons in the Insert Ribbon.	Review the lesson with learners