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EDUCATION STAFF TRAINING
DEVELOPMENT PROGRAMME

SELECTION OF LEARNING EXPERIENCES
AND
THE TEACHING SYLLABUS
CURRICULUM DEVELOPMENT

SELECTION OF LEARNING EXPERIENCES
AND
THE TEACHING SYLLABUS

Objectives

1. Explain the meaning of the term learning experiences.
2. List the criteria for selecting learning experiences.
3. Discuss the criteria for selecting learning experiences.
4. Select appropriate learning experiences for a Pupils' Book and Teachers' Guide.
5. Discuss the design principles for the development of a Teaching Syllabus.
6. Develop a Teaching Syllabus.

Dr. N.O.H. Setidisho
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PART ONE
SELECTION OF LEARNING EXPERIENCES

The Term Learning Experiences

1. A learning experience is the interaction between the learner and the external conditions in the environment to which he can react.
2. A learning experience is the active behaviour of the pupil.
3. The pupil learns more from what he does than what the teacher does.
4. Two or more pupils in the same class may not have the same experience.
5. The fact that experiences involve the interaction of the pupil and his environment implies that the pupil is an active participant.

Some features of the environment attract his attention and it is to these that he reacts.

How Learning Takes Place

1. Learning takes place through the experiences which the learner has.
2. Learning takes place through the reactions the learner makes to the environment in which he finds himself.
3. This means that the means of education are educational experiences that are had by the learner.
4. It is through learning experiences that learning will take place and educational objectives will be attained.

How Does The Teacher Provide An Educational Experience

1. The teacher can provide an educational experience by creating an environment and structuring the situation so as to stimulate the desired type of reaction.
3. The teacher should be able to predict the likelihood that a given situation will bring about a reaction from the pupil.

4. The reaction must be essential to the learning which is desired.

5. The teacher must be able to predict the kind of reaction that is likely to result from the manipulation of the environment in such a way as to create situations that will bring about the kind of behaviour which is desired.

6. The teacher will involve the pupils in a variety of activities which will provide them with appropriate learning experiences.

Problem Of Selecting Learning Experiences

1. It is possible for each student in the class to have a different experience even though the external conditions may be the same.

2. The teacher has the problem of setting up situations that have many facets that are likely to evoke the desired experience from all the students.

3. The teacher must vary the experiences in order to provide some that will be most significant to a student.

4. The problems of selecting learning experiences is the problem of determining the kind of experience which is likely to produce the given educational objectives.
5. There is also the problem of setting up situations which provide, within
the students, the kinds of learning experiences which are desired.

Activities Through Which Learning Experiences May Be Provided

Mossman has indicated the following:

1. Exploring, finding out, experimenting, investigating, searching,
   contemplating, collecting, examining, questioning, proving, studying.

2. Constructing, imagining, planning, organizing, thinking, initiating.

3. Cooperating, suggesting, helping, discussing, refuting, reporting, proposing,
   sharing, participating.


5. Playing, singing and dancing.

6. Recording, drawing, writing, expressing, painting, sculpturing.

7. Repeating, reciting, practising, drilling.

8. Dictating, controlling, ordering, forcing.

Characteristics of Learning Experiences

Learning experiences should be:

1. Recognized by children as usable in achieving their purposes.
2. Recognized by the teacher as leading to socially desirable ends.

3. Appropriate to the maturity of the group; they should be challenging, achievable, leading to new learning, providing for application of old learnings.

4. Varied enough to provide for balanced development of the learner.

5. Possible within the resources of the school and community.

6. Varied enough to provide for individual differences within the group.

Principles Of Learning To Be Considered in The Selection of Learning Experiences

1. Learning is an active process in which the learner must be involved.

2. Learning proceeds more effectively, if as well as being an active participant, the learner understands what he is learning.

3. Learning is affected considerably by individual goals, values and motives.

4. Frequent repetition of response to a class of situations is important in learning skills.

5. Immediate reinforcement promotes learning.

6. The wider the range of experiences presented to the learner, the more likely are the generalizations and discrimination to occur.

7. Behaviour is a function of the learner's perceptions.
8. Similar situations may elicit different reactions from different learners.


10. Individual differences affect learning. Such differences are both biogenetic and socio-cultural.

11. All learnings are multiple. Although focus may be on one particular outcome, other learnings take place simultaneously.

Criteria For The Selection Of Learning Experiences

1. The criteria for selecting learning experiences are derived from the principles of learning.

2. They are the principles of:
   - validity
   - comprehensiveness
   - variety
   - suitability
   - balance and continuity
   - relevance

Principle Of Validity

1. Experiences must be closely connected with the educational goals.

2. The experience must result in changed behaviour with respect to the stipulated objective.
3. The relationship between the experience and the desired outcome is very important.

An experience must contribute towards an intended learning outcome.

4. Direct provision must be made for specific outcomes by a conscious selection of particular kinds of experiences.

Some Examples Based Upon The Principle Of Validity

1. If the objective is that the students be able to distinguish fact from opinion, then exercises which require this distinction must be given.

2. If the objective is that initiative should be cultivated, then the students must be given opportunities for exercising initiative in a number of areas of school work.

3. If responsible decision making is an objective, then the students must be allowed to make decisions and learn to abide by the results.

4. If attitudes are to be changed, it will only be by means of specific experiences directed to this end and presented over a period of time.

5. If certain values are important, then situations must be arranged in which appropriate beliefs can be seen to have a high personal bearing or social approval.

Note The Following

Most behaviour is learnt; different kinds of behaviour result from different kinds of experiences.
Particular outcomes are best attained by providing particular sorts of experiences.

When Is An Experience Valid

An experience is valid if it actually does, to some degree, bring about the behavioural change specified in an objective.

If it does not bring about change in the right direction, then it is not valid no matter how valuable it may be in other ways.

Principle Of Comprehensiveness

1. The Principle of comprehensiveness demands that all the objectives which are stated should have corresponding experiences.

2. Appropriate experiences must be provided for an operational statement of expected behaviour.

3. Comprehensiveness requires that valid experiences must be provided for a wide range of objectives, because objectives without experiences make no contribution to change in behaviour.

Principle Of Variety

Variety is closely related to comprehensiveness. Children learn at different rates and through different methods and modalities. This means that the greater the variety of learning experiences presented, the more likely the child is to find satisfying activities which will enable him to progress towards the required learnings.

A wide variety of objectives requires a wide range of experiences.

Individuals bring quite different abilities, capacities and backgrounds to the same learning tasks and evolve different methods and techniques.
Children have different purposes and interests. Hence wide and varied school experiences allow them to satisfy these interests and to realise their purposes.

A variety of experiences is useful too, because many children come from homes which are underprivileged.

If these children's behaviour is to be changed, then extending their interests must be one of the school's major tasks.

Principle Of Suitability

1. Experiences should be appropriate to the general level of development of the group and to the particular levels of development of the individuals within the group.

2. Learning experiences should be suitable and appropriate for the children at a particular age level.

3. Learning experiences must be closely related to the learner's needs, capacities, interests and all other factors which condition learning.

4. The child must be ready to embark upon new experiences.

Principles Of Balance And Continuity

1. The human organism progresses towards maturity in all ways through the interaction of growth processes and the environment.

2. It requires certain experiences in order to reach maturity.

3. Some of the experiences will be found outside the school and others from the school itself.
4. But there is a basic minimum of experiences in all major aspects of development which must be supplied by the school.

5. Failure to supply these experiences will result in imbalance.

6. The balance of activities varies somewhat from individual to individual at different periods.

7. The problem arises from two sources:
   (a) The developmental needs of the child.
   (b) The demands of the society.

8. If too much attention is given to social needs and demands, the curriculum will not be effective as far as personal learning is concerned and personal development may well be inhibited.

9. If the curriculum is based on growth needs alone, the problem of finding adequate and inter-related centres of organization is almost insurmountable.

10. (a) Continuity refers to the fact that learning is a continuous process.
    (b) Each experience cannot be considered separately, for each has more or less effect on succeeding ones.
    (c) When experiences are perceived as discrete and unrelated, the student loses any sense of order or purpose, and consequently his learning suffers.
(d) In the progression from one idea or set of ideas to another or greater complexity in development so that the learner experience has an inevitable relation to what has gone before.

(e) Development is affected by all experiences, not only by those which occur in the classroom.

(f) Interests, needs, problems, purposes, all these refer to the whole child in his psychological lifespase of which the school is only one sector.

(g) If the school is an important sector, then it must relate to what the child does in school with what he does out of it.

Principles Of Relevance

1. Educational experiences should be functional. This means that they should have maximal relation to life and the living of it - not only life in the future but also to life in the present.

2. Education must start with problems of learners that are important and needed - relevant to them.

3. Since needs, values and attitudes are such important determiners of perception, education must seek to help students know what needs, values and attitudes are important to them and to consider these fully and in relation to each other.
4. Since personal perceptions are not readily changed through the introduction of objective evidence, education must begin with beliefs of students and relate knowledge to their peculiar perceptions.

5. Immediate experiences are those which are necessary for achieving the justifiable objectives of general education.

6. This means that they must provide basic permanent knowledge or skills of some kind or directly meet some demands of living.

**Further Guiding Principles in The Selection of Learning Experiences**

The basic task of the school, and its justification for being, both point towards helping young people satisfy some of their own basic needs and preparing themselves for helping to meet some of the needs of society. Having identified those needs for which the school has assumed a major or shared responsibility, and recognizing that needs can be satisfied only through experiencing on the part of the individual, we turn next to an analysis and identification of the experiences we believe will satisfy these various needs. Specifically, we ask, "What kinds of experiences should we as curriculum developers help young people have in order that their needs and those of society may be satisfied?"

To answer this question we shall:

1. note once again the relationship of learning experiences to

   (b) determine what criteria should guide the selection of these experiences, and

   (c) examine the various types or kinds of experiences that might contribute to the satisfaction of these needs.
What is the Relationship of Learning Experiences to Needs?

An examination of the learning process reveals that a "recognized need" sets off a series of events, constituting an experience that results in satisfying (temporarily or permanently) that particular need. Any need can be satisfied only through an experience, educational needs can be satisfied only through learning experiences.

The Nature of a Learning Experience

A learning experience is one which involves the collection of data, facts or information, and, under the influence of one's attitudes, opinions, biases, and other reactions of the organism, the application of these data to the solution of some problem or to the development of a new pattern of behaviour. In so doing the need is satisfied, learning takes place, and the individual's equilibrium is temporarily restored.

It should be noted that these learning experiences may be primarily mental, or they may be primarily physical, or primarily emotional. In all instances they involve, and are influenced by, the total behaviour of the organism. In the traditional schools, learning experiences were frequently limited principally to mental activities—at least the emphasis was on reading, reciting, and testing. Often the experiences were academic and abstract.

In contrast, some claim that the activity movement ushered into some of the more liberal schools a wave of predominantly physical activity which frequently over-shadowed the mental aspects of behaviour and ignored some of those needs which can be satisfied only with considerable emphasis on mental activity.

Obviously, either extreme is undesirable. The effective satisfaction of the child's educational needs and of those of society requires a balanced array of all types of experiences in order to provide for the great variety of needs and the individual differences of learners.
A given need may be satisfied by a number of different kinds of experiences, depending on the nature of the need, the maturity and background of the learner, the conditions under which the need arises, and other extenuating circumstances. To narrow the curriculum of the school by limiting the types or kinds of experiences of boys and girls is to ignore the basic principles of learning and to defeat the purposes of education.

The Scope of a Learning Experience

The nature of a learning experience is governed somewhat by its scope.

At what point does a specific experience stop and another begin?

How broad or how narrow, both in time and significance, may learning experiences be?

Some may extend over a long period of time, such as learning to drive a car, while others may be of comparatively short duration, such as learning to start the motor of the car. Other experiences may be practically instantaneous, as when one makes a spur of the moment decision.

Some learning experiences, if we think of them in their entirety, extend over a period of months or years, such as painting a picture, or learning to read. From one point of view, these represent a series of related experiences. But they are interrelated, directed toward the same goals and purposes, and definitely separated - though not necessarily unrelated - from other ongoing experiences. In a sense, we may think of all of life as one great experience, with major experiences scattered through the years and months, each composed of several or many simpler and briefer experiences of a day's, an hour's, or perhaps only a moment's duration.
It is noted, too, that many experiences are correlative to other experiences or in some way articulated with them. How they flow together, how one grows out of a previous experience and then leads to another, should also be noted. This integration of learning experiences gives meaning to our behaviour, allows it to be purposeful, and permits learning through association.

In an effort to distinguish between experiences of varying duration and significance, various terms have been applied to each. The term "project" was originally applied to those of comparatively long duration and generally correlative in nature. Frequently, they extended over a period of several weeks or a month, such as building a model on the floor of a primary school/class room or producing a play, or painting a mural. These experiences contributed to the central purposes or goals of the unit and paralleled many related experiences, all of which when put together with the project constituted the broader experience of the unit.

Later the term "activity" was introduced to define the experiences of shorter duration, or, in fact, any learning experience regardless of scope. Gradually, terms such as "culminating activity," "research activity," "approach activity," and "evaluative activity" were introduced, which indicated the nature and scope of the experience; but the term "activity" is still very loosely used today. A further confusion arises from the fact that many people, especially antagonists of the so-called activity movement, interpret the concept solely in terms of physical or muscular action, whereas the term is actually applied to mental and emotional behaviour as well.

For the purpose of clarifying and defining the terms as used in this topic, we would recognize that all behaviour is activity of some sort and much of this behaviour represents a series of learning experiences or activities.

For our purposes, let us think of the terms, "activity" and "experience," or "a learning activity" and a "learning experience," as synonymous, bearing in
mind that a person can be active without purposeful learning taking place (for example, walking, or tossing in his sleep).

These terms apply only to purposeful activity - to activities and experiences in which the five aspects of the learning process are present. Their scope may be broad or narrow; they may be major activities or experiences, or they may be minor aspects within a larger pattern.

The term "project" may be used to refer to a special group of activities or experiences which together comprise a larger, coherent learning experience. The term "unit" is used in a still broader sense to represent an organized group of activities and projects developed around a central theme and central objectives as part of the total curriculum.

Selecting Learning Experiences

All learning experiences should be selected in terms of the needs which they are to satisfy. For each educational need an appropriate experience must be selected if the need is to be satisfied. But, a special need may often be satisfied by any one of several different kinds of experiences. How then shall we know which one is most appropriate?

Criteria for Selecting Education Experiences

The appropriateness of experiences to various needs can be determined only by the application of certain principles, or criteria, which grow out of our philosophy and psychology. The following criteria offer guides to the selection of experiences in the school curriculum:
1. A learning experience should satisfy a recognized need

This is the most important criterion. If the experience restores the equilibrium of the organism, if the goals and purposes set up by the learner are attained - assuming them to be desirable goals and purposes then the experience may be said to be satisfactory.

2. A learning experience should be appropriate to the maturity and understanding of the learner

Since in any given case there will probably be a considerable range of ability, maturity, and background of understanding, there must be a variety of experiences to satisfy the range of needs. Learning experiences appropriate to some individuals may be quite ineffective for others because they lack corresponding insight, interest, goals, or previous experiences with which to relate new elements in their environment, or to make new associations.

3. A learning experience should build toward consistent, continuing, dynamic goals

In other words, the learner should recognize long-term or life-time goals which, though they may change from time to time in keeping with his growth and development, are continuous, and provide the thread of continuity that articulates the experiences one with another. Furthermore, the goal, and hence the experiences, should be consistent with each other and not at cross-purposes, or frustration will result.

4. A learning experience should be based on social values

Experiences anti-social in nature, even though they have learning value, are obviously to be condemned. Experiences which are inherently individualistic should be based on socially acceptable goals and should, if possible, enable the learner to make a better contribution to society.
5. A learning experience preferably should be positive

While we recognize the strong learning value of many negative experiences, they should be avoided if possible because of their threat to individual and social welfare.

6. A learning experience should be realistic

Quite often, in our effort to guide boys and girls away from undesirable experiences, we lead them into rather artificial situations in which very little real learning takes place. Many experiences that adults recognize as highly desirable and quite real, are neither, from the viewpoint of youth. As curriculum developers we must put ourselves in the place of youth, and then, with adult wisdom to determine desirability with respect to the above criteria, help them select real and natural experiences to attain their goals and satisfy their needs.

7. A learning experience should be efficient

That is, a maximum amount of learning should take place in the least amount of time with the least amount of effort and expense. A note of warning is necessary, however. "Haste makes waste," and "Penny wise, pound foolish," are good maxims to be observed. Some of the least expensive and least time-consuming educational activities may have the least learning value. Many of the longer and more expensive activities, such as excursions, motion pictures, and work by committees, may have the greatest learning value.

8. A learning experience should not be limited by artificial barriers such as the four walls of the classroom, subject matter lines, class bells, and other impediments

This criterion may be little more than an ideal in some schools where large classes, heavy teaching loads, crowded buildings and similar
limitations interfere with good learning. However, opportunity should be provided wherever possible for activities that cut across subject lines and periods, and reach out into the community.

Each curriculum developer should strive to develop various relationships that exist among subjects, and to otherwise coordinate the activities of boys and girls. In this way activities may become more meaningful and lasting. To the extent that this is impossible, we must teach individuals how to suspend certain activities for a day or an hour and pick them up later without loss of continuity. The existence of long-term goals will make this possible.

9. A learning experience should involve total behaviour

As a corollary to the preceding criterion, those learning experiences are best which involve the emotions, muscular activity, and mental activity within the same experience. Such experiences draw more thoroughly on the individual's past experiences and the immediate environment and the opportunities for new associations to be made are greatly increased. These experiences also are quickly and easily integrated into the learning organism for the same reason.

Completed experiences are also more quickly and easily integrated into the learning organism for the same reason. Completed experiences are of value to subsequent learning only to the extent that they are recalled in future situations. One which may be recalled through some emotional disturbance, physical act, or thought, obviously has greater chance of being used than one more narrow in character.

10. A learning experience should be feasible of accomplishment

Obviously, an experience requiring unattainable apparatus, involving an impracticable excursion, or demanding impossible action to insure
satisfaction to the learners, should be avoided. Often, however, the goals or methods may be shifted slightly to make the learning experience feasible. Frequently, the reason for the lack of feasibility lies in the fact that the goals are too far advanced, that the ultimate need supersedes the immediate need. Guidance in redefining the need may be the solution to the problem.

Who should select learning experiences?

The responsibility for selecting learning experiences should be gradually shifted from the parents and teacher of the immature child to the learner. As he matures and becomes more responsible, the baby is born practically helpless; his learning experiences must be directed almost wholly by adults. By the time he enters school he has taken part of this responsibility, but he leans heavily on the guidance of his teacher. As the child develops his various abilities, he gradually assumes greater and greater responsibility for his own behaviour, until, as an adult, he takes over major control of his experiences.

As an applied principle of learning, however, it is important that the learner be made to feel that he is directing his experiences, for this feeling leads to acceptance, and readiness to learn. The skilled teacher or leader guides students indirectly in such a way that ideas, desires, recognition of need, and other controls of learning seem to emanate from the learners themselves. In the final analysis the selection of learning experiences should be a democratically co-operative affair between the pupils and the teacher, with the major responsibility being gradually shifted to the pupils as they mature to adulthood.

This concept has developed rather slowly during the past two or three decades. Some teachers have been reluctant to allow children and youth to actually share in planning and directing their own learning activities. Some have used the "makebelieve" approach wherein the teacher tries to have students believe that they have proposed what really from the very first were the teacher's plans.
Some have said students are too inexperienced, too immature, to "know what's good for them."

A few teachers have discovered that youth can participate effectively in the actual recognition of their own needs and the planning and directing of their own activities. If young people are to develop responsibility and self-reliance, if they are to assume their place in an adult world as they leave the public schools, they must learn how to recognize their needs and plan and direct their own behaviour. To learn these techniques, they must start practising them in the lower grades and they should develop a high degree of competence in selecting activities that will satisfy their needs, the amount of teacher-guidance gradually decreasing from the primary school to the senior secondary school. Inexperience can be overcome by experience; immaturity can be overcome by the maturity that comes from experience.

The various types of learning experiences that have proved most effective in satisfying the educational needs of young people.

Many analyses have been made of the types of activities in which boys and girls engage in satisfying their educational needs. Various classifications have resulted, but fundamentally all learning activities fall into two categories:

(a) those which have as their major purpose the discovery and collection of data, and

(b) those which have as their major purpose the presentation, application, or expression of these data in practical everyday living. We may call these research activities and interpretational or expression activities, respectively.
Many of the various classifications have a specific use, such as for organizing a unit, or for psychological analysis of behaviour. How we classify the activities is comparatively unimportant, but it is important that teachers and curriculum developers be familiar with the many different possibilities for guiding learning in such ways as to provide for the many individual differences of boys and girls.

It is the teacher's responsibility to help each learner select those kinds of activities which will most effectively and efficiently satisfy his needs. Though the goals of twenty-five pupils may be practically the same, as many as twenty-five (probably not more than half a dozen, however) different kinds of learning activities may be utilized to secure the most successful experience for each individual.

The limited variety of activities in the conventional school militates against functional, practical learning and breadth of understanding.

If education is to be rich and meaningful for every boy and girl, we must draw on every phase of the total behaviour of mankind; we must encourage learning through the total organism, emotionally, physically, and mentally.

A learning experience in the modern classroom may involve research, observation, interrogation, excursions, and many similar activities.

The list of activities that follows makes no claim to completeness, but does suggest the great variety upon which the teacher of the modern school can draw. While many of these experiences are so broad as to involve both the collection and the application of data, an effort has been made to list each type under the single category in which it fits best. The comprehensive nature of learning, however, makes it impossible to eliminate all overlapping.
Research activities. The discovery and collection of data, information, or facts are of little value per se, but they provide the basis for the development of the attitudes, concepts, understandings, and appreciations that are responsible for our behaviour. They are basic to all learning. Without these experiences there would be nothing upon which to base comparisons, with which to make associations, or from which to draw generalizations to provide new learnings.

The accumulation of data and facts contribute to the building of ideas, and ideas, in turn, develop into attitudes, concepts, understandings, and appreciation. Expressional activities merely serve to implant these more firmly in the behaviour system through repetition, application, and evaluation.

The principal types of research activities are briefly described below:

Reading is usually thought to be the most common method of getting information and ideas. This includes reading for specific information as in an encyclopedia or a dictionary, for general ideas as in a textbook or supplementary reference, and for feelings which the curriculum developer wishes to convey. This activity may be directed towards the discovery of specific data or may be merely browsing.

Listening. Classmates, teachers, parents, special speakers, and others can contribute much information and many useful ideas to the learner if he has developed the technique of listening. He must be taught how to discriminate between relevant and irrelevant ideas, how to recognize paragraphs in oral presentations, how to take notes on pertinent contributions, and how to classify ideas and facts for future use. Listening activities are essential if the individual is to develop his full powers of learning.
The development of the radio and phonograph have opened many possibilities in the field of audio education. Listening to radio programmes, to records and recordings, and to sound pictures, provides excellent learning situations and should be utilized whenever feasible.

Observing. This activity is much more common in most person's lives than reading, but its techniques have not been as well developed.

Many a so-called self-educated man has become so by merely making good use of his powers of observation. The techniques of observation should be as carefully taught as those of reading.

Experiments may involve the use of science apparatus, or plants and animals; they may fall in the realm of stage lighting, or test the use of monologue or dialogue in creative writing; they may be in the field of agriculture or household arts, or any other area.

The scope of experimental activities is almost unlimited. (It should be noted that this type of activity as well as those which follow may include one or more of the first four basic types.)

Taking Excursions. Excursions, or field trips, are essentially a research type of activity, for their major purpose is to provide data and information as their sources. They provide excellent learning situations, especially when the materials of learning are otherwise unavailable. Their efficiency as learning experiences is governed by several factors.
(a) effectiveness is increased by the reality and concreteness of the situation;
(b) effectiveness is decreased by the amount of time required and the many distracting interests;

For total learning, though, there are few better types of experiences, especially if all of the concomitant factors can be made to contribute to worthwhile learning goals.

Excursions should be well-planned. They should not be substituted for more efficient experiences unless the data can be secured in no other way.

The teacher should think of an excursion as more than the trip, for to be effective there must be preliminary planning and preparation as well as a follow-up study of the data collected.

Excursions may be taken to such places as:

(a) centres of transportation such as airports, docks, or railroad stations;
(b) communication centres, such as a telephone office, a newspaper plant, or a radio station;
(c) factories and mills;
(d) sources of raw products, such as farms, lumber camps, oil fields, coal mines, and similar places;
(e) public utility plants, such as power plants, water filtration and sewage disposal plants;
(f) historic sites, such as battle-fields, historic museums;
(g) governmental agencies and institutions, such as courts, the fire department, the post office, and police headquarters;

(h) social agencies;

(i) Art museums, great libraries, sources of natural phenomena, such as rock formations, caves, insect life, zoological and botanical gardens;

(j) and literally thousands of other sources of information and data valuable to the satisfaction of an equally infinite number of educational needs.

Excursions provide for direct contact of the learner with the broader environment of his everyday world and with primary sources of information about it. They contribute not only to a broader understanding of the community, but also to a greater appreciation of its assets and what they contribute to man's comforts and happiness.

Learning that stops at the four walls of the classroom is incomplete; such a concept of teaching is inconsistent with the philosophy of total education.

Making a Community Survey

Another type of learning activity that utilizes the immediate environment and the educational resources of the local community, is the community survey. This may be an overview survey, or a survey of some specific phase of community life, such as history, literature, government, industries, religious life, provisions for education, social agencies, vocational opportunities, the economic structure, geology and geography, health, crime, or any other phase of social, economic, or political life.
Such surveys draw heavily on reading, observing, interviewing, and listening activities. To be most effective, they result in expressional activities that make a real contribution to community life.

**Interpretational or expressional activities.** Research activities are basic to learning and must precede interpretation or expressional activities, but only as facts and information are interpreted, applied, and expressed do they take on significance. Our attitudes, concepts, understandings, and appreciations are conditioned by our knowledge - facts, information, and data but they develop through the activity provided in expressional or interpretational experiences. Those interpretational activities, furthermore, are based on and contributed to the development of the skills of expression outlined below.

Complete learning involves both types of activities. As the learner collects facts and ideas, applies them to tentative hypotheses, and expresses them in new patterns to fit his needs, he develops the attitudes, concepts, understanding, appreciations, and skills that influence and constitute our behaviour. The more important types of interpretational or expressional activities are:

**Writing Activities.** One of the most common types of expressional activities is writing in its various forms.

The native tongue being man's used medium of expression, it is important that the learner be given many opportunities to develop the various writing activities. These include organizing and writing reports, stories, poetry, letters, essays, and other materials. These activities necessitate the development of skill in penmanship, grammar, and spelling, and the techniques of organization and composing thoughts.

**Speaking Activities.** The most universal medium of expression is, of course, speaking, and the techniques of this type of activity should be as carefully cultivated as those of writing.
Speaking activities range from quite informal discussion, through recitations, extemporaneous talks, oral reports from notes, reading written reports, open forum discussions, panel discussions, symposiums, debates, and similar forms of oral expression, to the most formal oratory.

Both speaking and writing activities are the basis of certain other expressional techniques such as drama, music, and participation in community affairs. They are greatly more effective if combined with other activities. For example, oral reports, either by individuals or committees, may be vitalized by illustrating them with slides, motion pictures, still pictures, models, or exhibits, prepared or borrowed for the purpose. Speaking and writing activities are not, however, basic to such expressional activities as painting, the various crafts, and dancing.

Construction and Craft Activities. This type of activity includes:

(a) the construction of models, exhibits, relief maps, globes, furniture, toys, miniature villages, stores, or houses, and stage scenery;
(b) crafts, such as book-making, weaving, bead work, metal work, leather tooling, pottery-making, sewing and cooking, and many other similar activities.

Such activities as these provide for richer expression than can be obtained by language alone, and tend to develop the special abilities of each learner. Furthermore, they provide for the satisfaction of certain physical, emotional, and aesthetic needs as well as giving the individuals a wider range of media through which to apply and interpret ideas and facts.

Arts Activities. Art activities provide still another type of interpretive experience which are especially adapted to the aesthetic needs of the individual.

These include: painting, drawing, architecture, sculpturing in soap, wood, clay, and other media, modeling, carving, poster-making, the preparation of graphs
and charts, and many other activities based on the so-called fine arts.

**Dramatic Activities.** Dramatic activities include the various forms of dramatic expression such as plays, pageantry, and readings and draw heavily on the basic speaking activities and also bodily expression.

Dramatization plays an important part not only in providing aesthetic enjoyment and understanding in formal theatrical productions, but also in ordinary learning situations.

A story dramatically told, historic events dramatically described, or music dramatically presented, have more learning value than unemotionalized activities of a similar sort.

**Physical Activities.** Physical activities include the various physical games and sports and social and artistic dancing. The need for physical activity is met also, however, in other expressional activities such as drama, music, and many of the crafts.

Many of these various expressional activities may be incorporated in some of the major activities found in the typical school. Festivals, pageants, fairs, class nights, exhibits, school-community projects such as clean-up campaigns, "drives," and similar activities all provide constructive opportunities for learning through the interpretation, application, and expression of basic ideas, understandings, and concepts.

Paper-and-pencil tests and similar formal devices of evaluation are chiefly valuable for determining growth or progress towards definite goals. In contrast, activities such as those listed above frequently culminate or conclude some major learning experiences.

A well planned curriculum includes all of these types of activities and utilizes them extensively in developing learnings in the classroom.
PART TWO
DEVELOPING A TEACHING SYLLABUS

Objectives

You should be able to:

1. Explain the concept of a teaching syllabus.

2. List and explain the components of a teaching syllabus.

3. Describe the principles to be used in the preparation of teaching syllabus.

4. Prepare a teaching syllabus.

Concept of A Teaching Syllabus

The objectives of a teaching syllabus are to help the teacher or designer of instructional materials with the following:

1. The interpretation and application of a scope and sequence chart.

2. A clear statement of the content to be covered in each topic.

3. An articulation of the specific objectives for each topic which is to be taught.

4. Selection of the teaching-learning experiences which are considered to be appropriate for the topic, level, age of the pupils as well as the objectives of the topic.

5. Suggestions for the teaching-learning materials which may assist the teacher in the presentation of the content of the unit or lesson.
6. Suggestions for the assessment of the attainment of the objectives of the topic.

7. Facilitating the design and preparation of instructional materials in the form of pupils' books and teachers' guides.

Components of A Teaching Syllabus

A teaching syllabus may consist of three or more components which are designed to help the teacher or curriculum developer in his interpretation and application of a scope and sequence chart. The structure of a teaching syllabus is designed to facilitate effective teaching and learning.

Topic

Each subject consists of a number of major strands or topics of study. The requirement here is to state the specific topic intended for study. In science this could be any of the following: classification, plant life, animals life, heat, sound, light, electricity and magnetism, measurements, the universe, air and water.

Objectives

For each topic indicated in a teaching syllabus, there is a set of specific objectives. As far as possible these must be consistent with the objectives of teaching the subject in the primary school. They need to be stated in behavioural terms.

Content

For each topic and set of specific objectives, there is a detailed specification of the subject matter content which must be taught if the objectives of the topic are to be achieved.
Teaching-Learning Strategies

In this section of the teaching syllabus, the teacher or curriculum developer is called upon to select and specify the teaching and learning experiences or activities that will be employed to achieve the objectives of the topic.

Teaching-Learning Materials

This is a specification of the teaching materials which are considered to be the most appropriate for the topic, subject matter content, objectives and the selected learning experiences. Given a topic such as, for instance, elementary refraction of light, the teaching-learning materials could well consist of: a glass block, water, pins, a candle, a match stick, cardboard with slit, prism, glass of water, rays of the sun.

Assessment

A teaching syllabus must specify how it is proposed to assess the pupils' attainment of the topic objectives. This involves finding out which pupils have not reached the desired minimum level of mastery of the objectives of the topic.

Preparation of A Teaching Syllabus: Design Principles

In the preparation of a teaching syllabus, the following basic principles should be taken into account:

1. The specific content for each topic should be selected in accordance with the principles of validity, significance, continuity and sequence. The following criteria also need to be taken into account:
   
   (a) articulation, the needs and interests of the learners and usefulness;
   
   (b) learnability;
   
   (c) consistency with social reality and;
   
   (d) feasibility.
3. The teaching-learning experiences should be selected on the basis of the following criteria:

(a) A learning experience should satisfy a recognized need.

(b) A learning experience should be appropriate to the maturity and understanding of the learner.

(c) A learning experience should build toward consistent, continuing and dynamic goals. In other words, the learner should recognize long-term or life-long goals which, though they may change from time to time in keeping with his growth and development, are continuous and provide a thread of continuity that articulates the experiences one with another. Furthermore, the goals and hence the experiences should be consistent with each other and not at cross purposes, or frustration will result.

(d) A learning experience should be based on social values. Experiences which are anti-social in nature, even though they may have a learning value are to be discouraged. Experiences which are inherently individualistic should be based on socially acceptable goals and should if possible enable the learner to make a better contribution to society.

(e) A learning experience should be positive. It is recognized that many negative experiences can have a strong learning value. Nevertheless, they should be avoided if possible because of their threat to individual and social welfare.
A learning experience should not be limited by artificial barriers such as the four walls of the classroom, subject matter lines, class bells and other impediments.

This criterion may be little more than an ideal in some schools where large classes, heavy teaching loads, crowded buildings and similar limitations interfere with effective learning. However, opportunity should be provided wherever possible for activities which cut across subject boundaries and periods, and reach out into the community.

A learning experience should be feasible of accomplishment. An experience requiring unobtainable apparatus involving an impracticable excursion, or demanding impossible action to ensure satisfaction to the learners, should be avoided.

4. The teaching-learning materials should be those that are readily available in the learners' environment or those that can be easily improvised by the teacher from the available local materials around the school.

5. The evaluation exercises must be designed to assess the attainment of the expected learning outcomes of the topic.

Sample Teaching Syllabuses

Using a scope and sequence chart, a teaching syllabus can be developed. The sample teaching syllabuses which now follow for selected primary school standards show all the essential elements of a teaching syllabus and the kind of detailed guidelines which are normally needed by the teacher or curriculum developer.
PART THREE
SAMPLE TEACHING SYLLABUSES

What follows is a selected sample of Teaching Syllabuses.

Each Teaching Syllabus is preceded by the objectives for the subject in the primary education curriculum.

Agriculture
Creative Arts
English
Home Economics
Mathematics
Music
Social Studies
Science and Health Education

These teaching syllabuses were prepared by groups of teachers with the assistance of District Inspectors of School. You are required to analyse any one of these and write a critical appraisal.
Objectives for Primary Agriculture

By the end of the Primary Education Cycle, pupils should be able to:

1. Develop a positive attitude towards agriculture that it is profitable, enjoyable and an honourable occupation.
2. Demonstrate love and respect for the dignity of labour and participation in agricultural activities willingly.
3. Demonstrate an appreciation for the role of agriculture in the development of the country.
4. Appreciate the importance of natural resources and the need to conserve them.
5. Explain the basic principles of crop and animal production.
6. Grow select food and cash crops, flowers, fruits, trees and vegetables suited to an area.
7. Rear small farm animals e.g., poultry, rabbits and fish profitably.
8. Acquire basic knowledge and skills of farm management and marketing.
9. Develop basic knowledge and skills in the proper use of basic farm machinery or implements.
10. Describe factors limiting agricultural production.
11. Demonstrate an awareness of the job opportunities in agriculture and its related industries.
12. Demonstrate an awareness of the available advisory services and credit facilities.
<table>
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<tr>
<th>TOPIC</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TEACHING AND LEARNING STRATEGIES</th>
<th>TEACHING AND LEARNING MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>FARM TOOLS AND FARM SAFETY</td>
<td>(a) list common farm tools</td>
<td>Farm tools</td>
<td>Ask pupils the farm tools commonly used in Malawi.</td>
<td>Hoes, pangas, axes, sickles, bandages, soap, water</td>
<td>Are pupils able to:</td>
</tr>
<tr>
<td></td>
<td>(b) state the uses of a hoe, an axe, a panga and a sickle</td>
<td>uses of some farm tools</td>
<td>show pupils a hoe, an axe, a panga and a sickle.</td>
<td></td>
<td>list common farm tools</td>
</tr>
<tr>
<td></td>
<td>(c) identify the parts of a hoe, an axe, a panga and a sickle</td>
<td>parts of some farm tools</td>
<td>ask pupils the uses of a hoe, an axe, a panga and a sickle.</td>
<td></td>
<td>state uses of a hoe, an axe, a panga and a sickle</td>
</tr>
<tr>
<td></td>
<td>(d) draw a hoe, an axe, a panga and a sickle</td>
<td>drawing some farm tools</td>
<td>let pupils demonstrate the correct use of a hoe, an axe, a panga and a sickle.</td>
<td></td>
<td>identify parts of a hoe, an axe, a panga and a sickle</td>
</tr>
<tr>
<td></td>
<td>(e) demonstrate the correct ways of using hoes, axes, pangas, and sickles</td>
<td>using some farm tools</td>
<td>ask pupils to draw a hoe, an axe, a panga and a sickle.</td>
<td></td>
<td>draw a hoe, an axe, a panga and a sickle</td>
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<td></td>
<td>(f) explain how to care for hoes, axes, pangas, and sickles</td>
<td>care for some farm tools</td>
<td>let pupils practice simple first aid for cuts and bleeding.</td>
<td></td>
<td>demonstrate the correct ways of using a hoe, an axe, a panga and a sickle</td>
</tr>
<tr>
<td></td>
<td>(g) care for hoes, axes, pangas and sickles</td>
<td>care for some farm tools</td>
<td></td>
<td></td>
<td>explain how to care for hoes, axes, pangas and sickles.</td>
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<td></td>
<td>(h) state that proper and careful use of hoes, axes, pangas and sickles</td>
<td>safety first</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>(i) state that proper and careful use of hoes, axes, pangas and sickles</td>
<td>accidents on the farm</td>
<td></td>
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<td></td>
<td>(j) name cuts as the commonest accidents caused by hoes, axes, pangas and sickles</td>
<td>First Aid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(k) describe simple first aid for cuts/bleeding</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOPIC</td>
<td>OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING STRATEGIES</td>
<td>TEACHING AND LEARNING MATERIALS</td>
<td>EVALUATION</td>
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<tr>
<td>(k)</td>
<td>carry out simple first aid for cuts and bleeding</td>
<td>First Aid</td>
<td>Economic importance of good health on the farm</td>
<td></td>
<td>. State why we should use hoes, axes, pangas, and sickles correctly</td>
</tr>
<tr>
<td>(l)</td>
<td>relate good health to high farm productivity</td>
<td>First Aid</td>
<td>Economic importance of good health on the farm</td>
<td></td>
<td>. name the commonest accident caused by axes, hoes, pangas and sickles</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>. describe simple first aid for cuts and bleeding</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>. demonstrate how to take care of cuts and bleeding</td>
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</table>
### CROP HUSBANDRY

#### FARM CALENDAR

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
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<th>TEACHING AND LEARNING MATERIALS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pupils will be able to:</td>
<td>Field crops</td>
<td>Ask pupils to name the crops grown in their area and the production practices</td>
<td>samples of crops grown locally</td>
<td>Ask pupils to:</td>
</tr>
<tr>
<td></td>
<td>List field crops</td>
<td>Important of growing crops</td>
<td>Ask pupils explain to pupils the importance of growing crops</td>
<td>tapes, strings, seeds, fertilizers, manures, pesticides, panga, and sacks</td>
<td>list field crops</td>
</tr>
<tr>
<td></td>
<td>Explain the importance of growing crops</td>
<td>Crop husbandry practices</td>
<td>Show pupils an ordinary farm calendar and ask them to state what it shows and its importance</td>
<td>hoes, axes, sticks, fertilizer cups</td>
<td>explain the importance of growing crops</td>
</tr>
<tr>
<td></td>
<td>Apply crop husbandry practices</td>
<td>Crop records</td>
<td>Ask pupils the type of calendars farmers need for various crop enterprises</td>
<td>an ordinary calendar for the current</td>
<td>describe what a farm calendar is</td>
</tr>
<tr>
<td></td>
<td>Keep crop records</td>
<td>Farm calendar</td>
<td>Ask pupils ask pupils what a farming calendar is</td>
<td>a chart showing a farming calendar for maize</td>
<td>draw a generalised farm calendar</td>
</tr>
<tr>
<td></td>
<td>Describe what a farm calendar is</td>
<td></td>
<td>Ask pupils to construct a generalised farm calendar for a selected crop grown around the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Draw a generalised farm calendar</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>TOPIC</td>
<td>OBJECTIVES</td>
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</table>
| IMPORTANCE AND TYPES OF FORESTS | Pupils will be able to:  
- define the term forests  
- name the main types of forests  
- explain why forests are important  
- display samples of branches, leaves, flowers and fruits of the identified trees  
- identify different types of trees in the area  
- name examples of trees found in natural and man made forests  
- state the difference between natural forests and man made forests | - Definition of the term forests  
- Types of forests  
- Importance of forests  
- Examples of trees in Natural and man made forests | - defining the term forests  
- naming the main types of forests  
- discussing the importance of forests  
- collecting samples branches, leaves, flowers and fruits and displaying them  
- identifying and labelling types of trees in the area  
- listing the trees found in natural and man made forests  
- discussing the difference between natural forests and man made forests | - Pictures of forests or real forests  
- examples of forests, e.g., charcoal, timber  
- samples of branches, leaves, flowers and fruits  
- trees around the school  
- trees in a natural and man made forest  
- charts and pictures showing indigenous and Exotic forests | Are they able to:  
- define the term forests  
- name the main types of forest  
- explain why forests are important  
- display samples of branches, leaves, flowers and fruits of the identified trees  
- identify different types of trees in the area  
- name examples of trees found in natural and man made forests  
- state the difference between natural forests and man made forests. |
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</tr>
</thead>
<tbody>
<tr>
<td>TYPES AND IMPORTANCE OF FARM ANIMALS</td>
<td>Pupils will be able to:</td>
<td>names and types of farm animals</td>
<td>naming types of animals found in their home area</td>
<td>charts and pictures of farm animals</td>
<td>Are they able to:</td>
</tr>
<tr>
<td></td>
<td>. name the types of farm animals found in their home area</td>
<td>. importance of farm animals</td>
<td>. draw diagrams of the farm animals</td>
<td>. pictures of Agro-Industries, Admarc</td>
<td>. name types of farm animals found in their home area</td>
</tr>
<tr>
<td></td>
<td>. draw diagram of the different farm animals</td>
<td>. basic principles of Livestock Management</td>
<td>. discussing reasons for keeping animals</td>
<td>. pictures and samples of Livestock products</td>
<td>. draw diagrams of the following farm animals:</td>
</tr>
<tr>
<td></td>
<td>. state the reasons why farmers keep animals</td>
<td></td>
<td>. drawing diagrams to illustrate the importance of farm animals</td>
<td>. drawings of Livestock products</td>
<td>(a) chicken</td>
</tr>
<tr>
<td></td>
<td>. draw chart to illustrate the importance of farm animals</td>
<td></td>
<td>. discussing basic Livestock Management Principles</td>
<td></td>
<td>(b) cattle</td>
</tr>
<tr>
<td></td>
<td>. list basic livestock management principles</td>
<td></td>
<td>. discussing reasons why it is important to follow the general Livestock Management Principles</td>
<td></td>
<td>(c) goat</td>
</tr>
<tr>
<td></td>
<td>. give reason why it is important to follow the general livestock</td>
<td></td>
<td></td>
<td></td>
<td>give five reasons why farmers keep animals</td>
</tr>
<tr>
<td></td>
<td>management principles</td>
<td></td>
<td></td>
<td></td>
<td>list the four main basic principles of Livestock Management.</td>
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<td></td>
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<td></td>
<td></td>
<td>give reasons why it is important to follow the general livestock management principles.</td>
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<tr>
<td>TOPIC</td>
<td>OBJECTIVES</td>
<td>CONTENT</td>
<td>TEACHING AND LEARNING STRATEGIES</td>
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<td>EVALUATION</td>
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<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>AGRICULTURAL MARKETS</td>
<td>Pupils will be able to:</td>
<td>- Meaning of a market</td>
<td>- Discussion and explanations</td>
<td>- Pictures showing types of markets</td>
<td>Are pupils able to:</td>
</tr>
<tr>
<td></td>
<td>. define the term market</td>
<td>- Importance of markets</td>
<td>- discussions and explanations</td>
<td>- agricultural products e.g. eggs, maize, cotton, fresh milk.</td>
<td>. define the term market</td>
</tr>
<tr>
<td></td>
<td>. state reasons why markets are important</td>
<td>- Types of markets</td>
<td>- visit a nearby market</td>
<td></td>
<td>. give any three markets that are important?</td>
</tr>
<tr>
<td></td>
<td>. give examples of types of markets in Malawi</td>
<td>- Matching products with the appropriate types of market</td>
<td></td>
<td></td>
<td>. name any four types of markets in Malawi?</td>
</tr>
<tr>
<td></td>
<td>. match farm products with the appropriate types of market</td>
<td></td>
<td></td>
<td></td>
<td>. Match any farm product with an appropriate type of market?</td>
</tr>
</tbody>
</table>
Objectives for Creative Arts In Primary Education

By the end of eight years of Primary Education, pupils should be able to:

1. Develop the ability to draw.
2. Combine geometrical shapes to make patterns.
3. Make paint (colours) from suitable local materials.
4. Identify primary and secondary colours.
5. Make simple wooden furniture.
7. Select suitable tools and materials for a given task.
8. Make musical instruments using local materials.
11. Plait (ropes and strings) using local materials.
13. Develop an ability of internal and external curving.
14. Perform the skill of forging.
15. Plane wood.
17. Evaluate the end product of the craft work.
18. Develop an ability to solve problems.
19. Acquire skills which will enable them to participate in self help projects.
20. Use the skills of printing.
21. Identify possibilities for establishing small scale enterprises in his community (e.g. shoe repair, barbering, battery renewal, cake sales).
## CREATIVE ARTS: TEACHING SYLLABUS

### OBJECTIVES

- Pupils will be able to:
  - (i) Identify materials for knotting.
  - (ii) Prepare materials for knotting.
  - (iii) Make selected knots.
  - (iv) Make items using knots.
  - (v) Collect materials for planning.
  - (vi) Prepare materials for planning.
  - (vii) Perform the skill of plaiting.

### CONTENT

- (i) Materials used for knotting.
- (ii) Preparation of materials.
- (iii) Knotting:
  - (a) half hitch
  - (b) reef knot
- (iv) Materials used for plaiting.
- (v) Preparation of materials for plaiting.
- (vi) Plaiting ropes.

### SUGGESTED TEACHING LEARNING EXPERIENCES

- (i) Discussing uses of knots.
- (ii) Preparing materials for knotting.
- (iii) Demonstrating knotting.
- (iv) Discussing materials for plaiting.
- (v) Demonstrating plaiting.
- (vi) Making brooms using reef knot.
- (vii) Plaiting ropes.

### TEACHING LEARNING MATERIALS

- Sisal fibres, maize sheath
- Dry banana leaves, barks
- Commercial strings, and twine, creepers
- (chilambe) tree fibres
- Palm leaves

### ASSESSMENT

- Are pupils able to:
  - (i) Select materials for knotting?
  - (ii) Prepare materials for knotting?
  - (iii) Make items using knots?
  - (iv) Choose materials for plaiting?
  - (v) Prepare materials for plaiting?
  - (vi) Plait a rope?
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>SUGGESTED TEACHING LEARNING EXPERIENCES</th>
<th>TEACHING LEARNING MATERIALS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODELLING</td>
<td>Pupils will be able to:</td>
<td></td>
<td></td>
<td></td>
<td>Are pupils able to:</td>
</tr>
<tr>
<td></td>
<td>(i) Model using materials such as grass, leaves, wire and plastic sheets.</td>
<td></td>
<td>(i) Demonstrating the making of toys and models of household utensils.</td>
<td>Grass, water, leaves,</td>
<td>(I) Models using materials such as grass, leaves, wire and plastic sheets.</td>
</tr>
<tr>
<td></td>
<td>(ii) Decorate models using available colours.</td>
<td></td>
<td>(ii) Decorating the toys.</td>
<td>containers, plastic sheets</td>
<td>(ii) Decorate the models.</td>
</tr>
<tr>
<td></td>
<td>(iii) Select Materials for models of household utensils.</td>
<td></td>
<td>(iii) Discussing the selection of materials for models of household utensils.</td>
<td>wire, colours, real house-</td>
<td>(iii) Select materials for making models of household utensils.</td>
</tr>
<tr>
<td></td>
<td>(iv) Prepare materials for models of household utensils.</td>
<td></td>
<td>(iv) Comparing the finished models.</td>
<td>hold utensils, paper, clay,</td>
<td>(iv) Make models of household utensils.</td>
</tr>
<tr>
<td></td>
<td>(v) Model household utensils.</td>
<td></td>
<td></td>
<td>knives, pairs of pliers,</td>
<td>(v) Appreciate their work.</td>
</tr>
<tr>
<td></td>
<td>(vi) Evaluate the work.</td>
<td></td>
<td></td>
<td>maize stalks, pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>of utensils.</td>
<td></td>
</tr>
</tbody>
</table>


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<tr>
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<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLAGE</td>
<td>Pupils will be able to: (i) Select suitable materials for pasting; (ii) Paste materials such as sand seeds, and shells to form specified patterns/designs; (iii) Paste picture cuttings to create a scenery.</td>
<td>(i) Raw materials - Selection. (ii) Pasting of various materials - structuring of patterns and designs. (b) Pasting the pasting the patterns and designs.</td>
<td>Discussing: (a) Selection of materials - structuring of patterns and designs. (b) Demonstrating the pasting of materials and pictures, cuttings. (iii) Practising pasting.</td>
<td>flour, water, stones, wax, picture cuttings, paper, containers, pairs of scissors, brushes and feathers sand, seeds, shells, sand dust, rugs, egg shells, sugar sol.</td>
<td>Are pupils able to: (i) Choose suitable materials for pasting? (ii) Paste using a variety of materials? (iii) Paste to form patterns and designs and sceneries?</td>
</tr>
</tbody>
</table>
Objectives for Primary English

Within the confines of the vocabulary, structures and language functions listed under the course content, pupils will, at end of the standard 8 year, be able to:

Listening
1. Demonstrate an understanding of what is being said in conversation.
2. Respond appropriately to verbal instructions, requests, persuasion, etc.
3. Restate the main ideas from discussions, stories, talks, radio programmes, etc., including those which may use language beyond the scope of the syllabuses.
4. Interpret correctly the intended meaning of the speaker by relating form to context and/or attending to the stress and intonation patterns.

Speaking
1. Express themselves clearly, concisely and intelligibly with reasonable fluency in a variety of situations (e.g. the home, the office, the market, a football match) and for various purposes (e.g. giving and finding out information, expressing and finding out moral attitudes, etc.)

Reading
1. Read with understanding different types of narrative and non-narrative material appropriate to their age, interests and ability (e.g. short stories, notices, instructions, newspapers, booklets on farming methods, health care, etc.)
2. Use various reading strategies (e.g. scanning, skimming, silent reading, word guessing, predicting, etc.) appropriate to different purposes (e.g. extracting factual information, reading for pleasure, etc.)
3. Extract the main ideas from a variety of narrative and non-narrative materials.
4. Follow the logical development of ideas in a variety of reading materials using reference items and signalling devices.
5. Make simple critical judgements (e.g. to distinguish fact from fiction, fact from opinion, etc.) on what they read.
6. Read for pleasure.

7. Read at a speed appropriate to the purpose and nature of the reading text (e.g. approx. 150 w.p.m. for reading for pleasure).

Writing

1. Express neatly and legibly in writing, with correct spelling, punctuation and formatting, their personal ideas, thoughts, opinions and knowledge, using appropriate signalling devices.

2. Use appropriate writing strategies (e.g., plan, draft, rework, edit and rewrite their work) to express accurately and clearly to various audiences what they intend.

3. Produce the kinds of writing which will be of use in everyday life if they leave school after standard 8 (e.g. business and personal letters, telegrams, application forms, statements, reports, etc).

4. Produce the kinds of writing (e.g. dictated notes, reports on experiments, etc.) required of them in other subject areas (e.g. agriculture, social studies, religious education, etc).
By the end of the eight-year Primary Chichewa Course, children will be able to:

Listening
1. Listen and respond to spoken Chichewa.

Speaking
2. Speak Chichewa with correct pronunciation, tone, and intonation.
3. Speak Chichewa with appropriate vocabulary according to situation and correct grammatical forms.
4. Argue logically and consistently in speech.
5. Show an appreciation of cultural values through the use of folk tales, drama, poems, proverbs and figures of speech in Chichewa.
6. Demonstrate an appreciation of Chichewa literature.

Reading
7. Read and follow written instructions in Chichewa.
8. Read widely for pleasure and information.
9. Demonstrate an understanding of written materials in Chichewa.
10. Analyse critically Chichewa literature.

Writing
- Write in neat and legible handwriting.
- Express in writing, ideas, opinions, thoughts and knowledge clearly and precisely.
13. Use correct punctuation marks in written work.
14. Spell Chichewa words correctly.
15. Write Chichewa with correct grammatical forms.
16. Develop creativity in writing stories, plays, and poems.
17. Write letters and telegrams in Chichewa correctly.
18. Fill different types of forms in Chichewa properly.
19. Summarize passages and speeches appropriately in the form of notes, reports, and minutes.