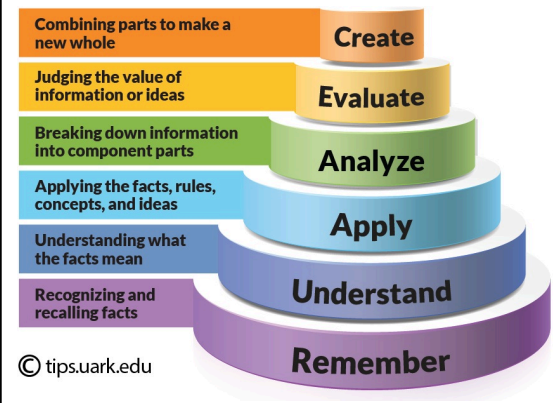


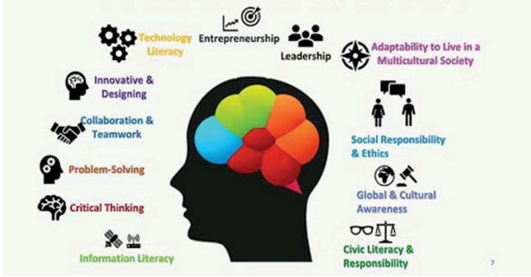
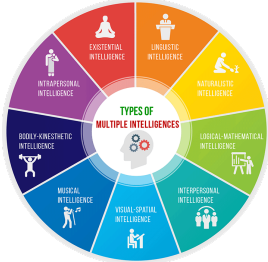


STEAM-Based Curriculum Development for Early Childhood Care and Development  
International Project for Capacity Development of Early Childhood Development Teachers  
The South Asian International Association for Early Childhood Care and Development (SAIA4ECCD) and  
The International Association for Quality Education (IAFQE)

Day Plan for Early Childhood Care and Development - 2025

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name of School                  | Sparkling International Preschool                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Class                           | Upper Kindergarten (UKG) (Age 4 to 5 Years)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Number of Students in the Class | 20                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Name of Teacher                 | Mrs. Shiroza                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Month                           | February                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Date                            | Wednesday                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Duration (Minutes)              | 180                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Theme of the Week:              | My country                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Sub Theme (Aim)                 | Traditional Clothes We Wear                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Learning Outcomes               | <p><b>Create (Fashion Show &amp; Dance)</b> – Showcase traditional dresses with a dance performance</p> <p><b>Evaluate (Match)</b> – Connect traditional outfits to their religious places.</p> <p><b>Analyze (Compare)</b> – Identify differences between traditional clothing styles.</p> <p><b>Apply (Paste)</b> – Make a fabric collage of traditional clothes</p> <p><b>Understand (Discuss)</b> – Talk about ancient clothes of Sri Lanka.</p> <p><b>Remember (Observe)</b> – Look at festival dresses (kids wear traditional dress).</p> |



|                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Values to be inculcated                                                                                       | <b>Respect</b> for culture<br><b>Creativity</b> in activities<br><b>Understanding</b> traditions<br><b>Confidence</b> in expressing themselves                                                                                                                                                                                                                                                                                                                                                                           |
| 21st Century Skills Set<br>  | <b>Critical Thinking:</b> Comparing and understanding different clothes.<br><b>Creativity:</b> Making outfits and dancing in a fun way.<br><b>Collaboration:</b> Working together in group activities.<br><b>Communication:</b> Talking about clothes and traditions.<br><b>Problem-Solving:</b> Choosing fabrics and making designs.                                                                                                                                                                                    |
| Specific Aspects of the National Standards                                                                    | Observe the festival dresses -Self - Regulation<br><br>Analyze the difference of the traditional cloths - Measurements<br><br>Match the tradition to their religious place. - Pre - writing Skills<br><br>Paste the traditional cloth using fabric - Fine Motor Skills Development<br><br>Discuss about ancient clothes of sri lanka - Exploration of Natural Environment<br><br>Fashion show - traditional dress with dance - Drama and Role Play                                                                       |
| Multiple Intelligences<br> | <b>Linguistic:</b> Talking about clothes and traditions.<br><b>Logical:</b> Comparing different styles and fabrics.<br><b>Spatial:</b> Designing outfits with fabric.<br><b>Bodily-Kinesthetic:</b> Dancing in traditional clothes.<br><b>Musical:</b> Dancing to traditional music.<br><b>Interpersonal:</b> Working together for the fashion show.<br><b>Intrapersonal:</b> Thinking about what they feel about different cultures.<br><b>Naturalistic:</b> Learning how nature affects clothes (like cotton or silk). |
| SDG Goals<br>              | <b>Quality Education (SDG 4):</b> Teaching children about culture and traditions.<br><b>Reduced Inequalities (SDG 10):</b> Respecting and appreciating different cultures.<br><b>Gender Equality (SDG 5):</b> Encouraging both boys and girls to participate equally.<br><b>Decent Work and Economic Growth (SDG 8):</b> Understanding the value of traditional crafts like weaving.<br><b>Responsible Consumption and Production (SDG 12):</b> Learning about the materials used in traditional clothing.               |

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|                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>STEAM Education</b><br>                                                                                                                                                 | <b>Science:</b> Learning about materials used in traditional clothes (e.g., cotton, silk).<br><b>Technology:</b> Using tools (like scissors, glue) to create outfits.<br><b>Engineering:</b> Designing and constructing clothing and fashion pieces.<br><b>Arts:</b> Creating traditional dress designs and performing dances.<br><b>Mathematics:</b> Comparing sizes, shapes, and patterns of clothes.                |
| <b>Greening Education</b><br>                                                                                                                                              | <b>Use Natural Materials:</b> Encourage children to use fabric scraps, recycled paper, or natural fibers when creating traditional outfits.<br><b>Talk About Nature:</b> Discuss how clothes are made from natural materials like cotton and silk, and why it's important to care for the environment.<br><b>Eco-friendly Practices:</b> Teach kids to clean up after activities, recycle materials, and reduce waste. |
| <b>Type of Learners</b><br>Body Smart (Kinesthetic)<br>People smart (Interpersonal)<br>Word smart (Linguistic)<br>Logic smart (Logic)<br>Nature smart ((Environmentalist)<br>Self Smart (Intrapersonal)<br>Picture smart (Visual)<br>Music smart (Auditory) | Word smart: Talking about clothes and traditions.<br>Logic smart: Comparing different styles and fabrics.<br>Picture smart: Designing outfits with fabric.<br>Body Smart : Dancing in traditional clothes.<br><b>Musical smart</b> : Dancing to traditional music.<br>People smart: Working together for the fashion show.<br>Self Smart: Thinking about what they feel about different cultures.                      |
| Previous Knowledge                                                                                                                                                                                                                                          | Children may already know about different clothes worn in festivals                                                                                                                                                                                                                                                                                                                                                    |
| Teaching/Learning Points                                                                                                                                                                                                                                    | <b>Learn about Traditions:</b> Teach kids about different clothes and their cultural meanings.<br><b>Respect Cultures:</b> Show how clothes vary by religion and festivals.<br><b>Get Creative:</b> Let kids design outfits with fabric.<br><b>Explore Materials:</b> Talk about fabrics like cotton and silk.<br><b>Discover History:</b> Discuss how clothes have changed over time.                                 |

| Flow of Actions |                    |                      |                       |                                      |                             |                         |  |                        |
|-----------------|--------------------|----------------------|-----------------------|--------------------------------------|-----------------------------|-------------------------|--|------------------------|
| Time            | Duration (Minutes) | Lesson Activity      | Teaching Method       | Teacher's Role (Teaching Strategies) | Student's Role              | Teaching Aids/Resources |  | Assessment             |
| 7.30 -          | 30                 | Welcome to Preschool | Blended Learning (BL) | Greet students warmly as             | Listen, interact, and share | Pictures of traditional |  | Observe participation. |

|                |    |                                           |                              |                                                                                                                                                                                                                                                         |                                                  |                                                    |  |                                             |
|----------------|----|-------------------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------|--|---------------------------------------------|
| 8.00 am        |    |                                           |                              | <p>they enter the classroom.</p> <p>Introduce the topic of the day by showing images of traditional clothes.</p> <p>Engage students with a short story or question about different traditional dresses.</p>                                             | thoughts.                                        | dresses                                            |  |                                             |
| 8.00 - 8.30 am | 30 | Free Activities in Play Area              | Collaborative Learning (CL)  | <p>Set up various play stations with dress-up clothes, toys, and materials.</p> <p>Explain the activity briefly, encouraging students to dress up in traditional clothing.</p> <p>Observe the students as they play and help with any difficulties.</p> | Play with peers, explore traditional clothes.    | Traditional clothes, play materials                |  | Observe teamwork and interaction.           |
| 8.30 - 9.00 am | 30 | Religious Activities and Morning Circle   | Inquiry-Based Learning (IBL) | <p>Gather the students for a circle.</p> <p>Introduce religious attire and explain its significance in different cultures.</p> <p>Ask students open-ended questions to promote discussion about cultural differences in clothing.</p>                   | Ask questions, discuss cultural differences.     | Images of religious attire, music                  |  | Listen to responses, encourage discussion.  |
| 9.00 - 9.20 am | 20 | Activity on Traditional Dress and History | Project-Based Learning (PjL) | <p>Provide drawing materials and pictures of traditional clothing from different cultures.</p> <p>Guide the students to</p>                                                                                                                             | Create traditional clothing designs or drawings. | Drawing materials, pictures of traditional dresses |  | Review completed projects, discuss designs. |

|                         |    |                                    |                              |                                                                                                                                                                                                                                                                                                       |                                                    |                                        |  |                                                    |
|-------------------------|----|------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------|--|----------------------------------------------------|
|                         |    |                                    |                              | design their own traditional outfits on paper.<br><br>Encourage creativity and assist with ideas or challenges as they work on their designs.<br><br>.                                                                                                                                                |                                                    |                                        |  |                                                    |
| <b>9.20 - 9.40 am</b>   | 20 | Clothing Materials Fabric and      | Experiential Learning (EL)   | Introduce different fabrics (e.g., cotton, silk, wool) for students to feel and explore.<br><br>Explain the unique properties of each fabric and how it is used in clothing.<br><br>Ask students to describe how each fabric feels and what kind of clothes they think it could be used for.<br><br>. | Touch, feel, and describe fabrics.                 | Fabric samples                         |  | Ask students to identify fabrics and their uses.   |
| <b>9.40 - 10.10 am</b>  | 30 | Fashion Show Preparation           | Design Thinking (DT)         | Guide students to think creatively about their fashion show designs.                                                                                                                                                                                                                                  | Plan outfits and participate in group planning.    | Fabric, accessories for costume design |  | Observe creativity and planning process.           |
| <b>10.10 - 10.30 am</b> | 20 | Rehearsing Fashion Show with Dance | Gamification Learning (GL)   | Organize the rehearsal.<br><br>Encourage students to practice walking or dancing.<br><br>Give positive feedback.                                                                                                                                                                                      | Practice walking, dancing, and showcasing outfits. | Music, traditional clothing            |  | Monitor participation and enthusiasm.              |
| <b>10.30 - 10.50 am</b> | 20 | Fashion Performance Show           | Real World Application (RWA) | Oversee performance, guide kids through the event.                                                                                                                                                                                                                                                    | Walk the runway, perform traditional dances.       | Stage setup, music, outfits            |  | Observe confidence and engagement during the show. |
| <b>10.50 -</b>          | 20 | Discussion on Cultural             | Problem-Based Learning       | Ask children how clothes show cultural differences                                                                                                                                                                                                                                                    | Discuss and share                                  | Visual aids, questions                 |  | Listen to students'                                |

|                                |    |                                         |                             |                                                                                                         |                                                         |                                      |  |                                                          |
|--------------------------------|----|-----------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------|--|----------------------------------------------------------|
| <b>11.10 am</b>                |    | Diversity                               | (PBL)                       | and how we can respect them.                                                                            | thoughts.                                               |                                      |  | reflections on culture.                                  |
| <b>11.10 - 11.30 am</b>        | 20 | Feedback and Reflection on the Activity | Flipped Classroom (FC)      | Ask students to reflect on what they learned, encourage sharing.                                        | Share thoughts, what they liked, and what they learned. | Reflection sheets or verbal feedback |  | Evaluate feedback and reflections from each student.     |
| <b>11.30 - 12.00 noon</b>      | 30 | Closing Circle and Review               | Collaborative Learning (CL) | Gather students in a circle.<br>Recap the day's activities.<br>Ask students about their favorite parts. | Share ideas, reflect on the activity.                   | Visual aids, discussion questions    |  | Evaluate participation in the closing circle discussion. |
| Research Project/ (Assignment) |    |                                         |                             |                                                                                                         |                                                         |                                      |  |                                                          |

Note: try to at least one : Indoor Activity Outdoor activity, story, Rhyme, Hands on Activity, Discussion(Conversations)