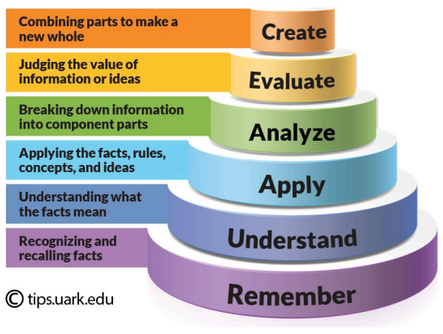
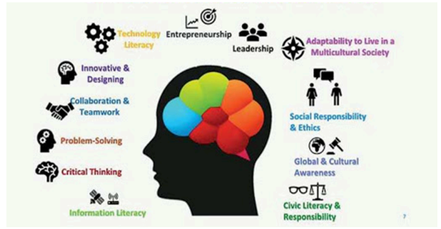
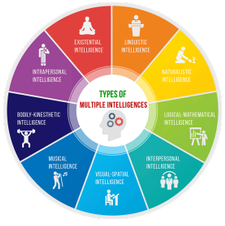
STEAM-Based Curriculum Development for Early Childhood Care and Development
International Project for Capacity Development of Early Childhood Development Teachers
The South Asian International Association for Early Childhood Care and Development (SAIA4ECCD) and
The International Association for Quality 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	Monday
Duration (Minutes)	180
Theme of the Week:	My Self
Sub Theme (Aim)	My self
Learning Outcomes 	**Understand** – Explain ideas and concepts (e.g., understanding why good habits are important). **Apply** – Use information in new situations (e.g., applying good habits in daily life). **Analyze** – Break information into parts (e.g., comparing different sizes of objects or people). **Evaluate** – Justify a decision or opinion (e.g., deciding which habits are good and why). **Create** – Produce new work (e.g., making a picture book about themselves). **Remember** – Recall facts and basic concepts (e.g., recognizing good and bad touch).
Values to be inculcated	**My Self → Self-confidence, Awareness** **Good Touch & Bad Touch → Safety, Trust, Boundaries** **Making Own Picture Book → Creativity, Self-expression** **Pasting Favorite Things → Individuality, Emotional Awareness** **Mirror Reflex Activity → Observation, Self-recognition** **My Good Habits → Discipline, Kindness, Respect**

	Arranging by Sizes → Cooperation, Logical Thinking
21st Century Skills Set  	**My Self → Self-awareness, Confidence,Collaboration** **Good Touch & Bad Touch → Social Awareness, Safety Skills, Critical Thinking** **Making Own Picture Book → Creativity, Communication** **Pasting Favorite Things → Personal Expression, Decision-making** **Mirror Reflex Activity → Critical Thinking, (Observation)** **My Good Habits → Character Building, Responsibility** **Arranging by Sizes → Collaboration, Problem-solving**
Specific Aspects of the National Standards	Good touch and Bad touch Making the own picture book Paste favourite things around my picture Mirror Reflex Activity My good habits (Appreciate the child) Make the children according to sizes
Multiple Intelligences  	**My Self → Intrapersonal (Self-awareness)** **Good Touch & Bad Touch → Interpersonal (Social Skills, Safety)** **Making Own Picture Book → Linguistic & Visual-Spatial (Creativity, Expression)** **Pasting Favorite Things → Visual-Spatial & Intrapersonal (Personal Preferences)** **Mirror Reflex Activity → Bodily-Kinesthetic (Coordination, Movement)** **My Good Habits → Interpersonal & Intrapersonal (Behavior, Reflection)** Ar**ranging by Sizes → Logical-Mathematical (Sorting, Comparison)**
SDG Goals 	**My Self → SDG 3: Good Health & Well-being** (Self-awareness, Mental health) **Good Touch & Bad Touch → SDG 5: Gender Equality & SDG 16: Peace, Justice & Strong Institutions** (Child safety, Protection) **Making Own Picture Book → SDG 4: Quality Education** (Creativity, Literacy) **Pasting Favorite Things → SDG 4: Quality Education** (Self-expression, Learning) **Mirror Reflex Activity → SDG 3: Good Health & Well-being** (Motor skills, Awareness) **My Good Habits → SDG 3: Good Health & Well-being & SDG 4: Quality Education** (Healthy lifestyle, Positive behavior) **Arranging by Sizes → SDG 4: Quality Education** (Logical thinking, Problem-solving)

STEAM Education	**My Self → Arts (Self-expression, Creativity)** **Good Touch & Bad Touch → Science (Body awareness, Safety education)** **Making Own Picture Book → Arts & Technology (Design, Storytelling)** **Pasting Favorite Things → Arts (Creativity, Visual skills)** **Mirror Reflex Activity → Science (Observation, Body movement)** **My Good Habits → Engineering & Science (Healthy habits, Logical thinking)** **Arranging by Sizes → Math & Science (Sorting, Measurement)**
Greening Education	Activities like **using recycled materials for picture books, sorting natural objects, and promoting green habits** help develop a love for nature and responsibility for the environment.
Type of Learners Body Smart (Kinesthetic) People smart (Interpersonal) Word smart (Linguistic) Logic smart (Logic) Nature smart ((Environmentalist) Self Smart (Intrapersonal) Picture smart (Visual) Music smart (Auditory)	**My Self → (Self Smart)** **Good Touch & Bad Touch → People Smart** **Making Own Picture Book → Word Smart** **Pasting Favorite Things → Visual-Smart** **Mirror Reflex Activity → Body-Smart** **My Good Habits → Self smart and people smart** A**rranging by Sizes → Logical-Smart**
Previous Knowledge	Knowing their name, feelings, and body parts.
Teaching/Learning Points	**My Self**: Help kids recognize who they are, their feelings, and what makes them unique. **Good Touch & Bad Touch**: Teach the difference between safe and unsafe touches and the importance of personal boundaries. **Making Own Picture Book**: Encourage creativity and self-expression through drawing and storytelling. **Pasting Favorite Things**: Promote self-awareness by identifying and sharing favorite things. **Mirror Reflex Activity**: Teach body awareness and coordination by mimicking actions in a mirror. **My Good Habits**: Encourage good hygiene and responsible behavior. **Arranging by Sizes**: Teach basic sorting and classification by size, helping develop logical thinking.

Flow of Actions							
Timing	**Duration (Minutes)**	**Lesson Activity**	**Teaching Method**	**Teacher's Role (Teaching Strategies)**	**Student's Role**	**Teaching Aids/Resources**	**Assessment**
7.30 -		Welcome to pre school					

8.00am							
8.00 - 8.30 am		Welcome & Introduction to Good Touch & Bad Touch- Circle time	**Experiential Learning (EL)**	Greet children and introduce the concept of "Good Touch" and "Bad Touch" with a story and examples.	Listen, ask questions, and share experiences.	Visual aids (Good Touch, Bad Touch posters)	Assess understanding through discussion and participation.
8.30 - 9.00 am		Picture Book Creation	**Project-Based Learning (PJL)**	Explain the task of creating a personal picture book. Guide children to draw and write about their favorite things.	Draw and paste their favorite things in a picture book.	Picture book templates, crayons, stickers, glue	Evaluate creativity and completion of their picture book.
9.00 - 9.20am		Paste Favorite Things Around My Picture	**Inquiry-Based Learning (IBL)**	Show an example of how to decorate a picture with favorite items. Encourage children to think about their choices.	Select and paste their favorite things around their picture.	Pre-drawn pictures, magazines for cutouts, glue	Observe decision-making and fine motor skills while pasting.
9.20 - 9.40 am		Mirror Reflex Activity	**Design Thinking (DT)**	Lead the children in a fun mirror activity where they mimic each other's movements. Guide them to think creatively.	Copy the movements and expressions of the teacher and peers.	Mirror, clear space for movement	Assess coordination, creativity, and engagement.
9.40 - 10.10 am		Discussing My Good Habits (Appreciating the Child)	**Collaborative Learning (CL)**	Facilitate a discussion on good habits (e.g., brushing teeth, cleaning up) and encourage children to share their habits.	Share their good habits with peers, listen to others.	Habit flashcards, visual aids for hygiene, charts	Assess understanding and participation in the discussion.
10.10 - 10.30 am		Reflect on Good Touch & Bad Touch Again	**Problem-Based Learning (PBL)**	Review Good Touch and Bad Touch by discussing real-life situations with visuals, role-play examples, and scenarios.	Participate in role-plays and discuss examples.	Good Touch & Bad Touch storybooks, role-play cards	Observe children's understanding through role-play and interaction.
10.30 - 10.50 am		Indoor Free Play (Optional Activity)	**Blended Learning (BL)**	Provide opportunities for children to play with their new picture books and interact with classmates.	Play, explore, and engage in free-choice activities.	Craft materials, picture books, toys	Observe social interaction and engagement in activities.
10.50 - 11.10 am		Snack & Relaxation	**Real World Application (RWA)**	Oversee snack time, encourage good habits like washing hands and using napkins.	Practice good habits during snack time.	Snacks, cups, plates, handwashing station	Observe use of good habits during snack time.

11.10 - 10.30 am		Revisit Picture Book (Optional Review)	**Flipped Classroom (FC)**	Encourage children to share their picture books with the class, discussing their favorite things and habits.	Share their books and discuss favorite things.	Picture books, personal favorite items	Evaluate participation, confidence, and communication.
11.30 - 12.00 noon		Good Touch & Bad Touch Story Time-Recall the lesson	**Gamification Learning (GL)**	Tell a story that involves Good Touch and Bad Touch, ask interactive questions, and engage children in the story.	Listen, answer questions, and discuss the story.	Storybooks, visuals, props	Assess comprehension through Q&A and engagement.
Research Project/ (Assignment)							

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