

1. Workshop Follow-up

(1) Facility E

TIME	ACTIVITY	SKILLS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
08:00	Singing	Copied	B Song	B Song	B Song	Weather Song	Letter song together
08:30		Social					
08:30	Drawing	Sketches	Introduce pen	write free	write free	draw line	draw rectangle
09:00		Physical					
09:00	Free play	Social					
09:30							
09:30	Jumping	Physical	Jump once	Jump twice	Jump 3 times	Jump in groups	Jump together
10:00							
10:00	Eating	Physical	Partridge	Fatani	Mutoma	Mpinga	Chimango
10:30							

Weekly plan

WEEKLY ACTIVITY PLAN THURSDAY - 5/20/68		
TIME	ACTIVITY	CLASS USE
08:00	Singing B. song	Cognitive
08:30		
08:50	Introducing a pen	Physical
09:00		
09:00	free playing	Discrimination
09:50	Balls and cone	Cognitive Physical
09:50	Jumping cone	Physical
10:00		
10:00	Eating porridge	Physical
10:50		

5/20 - 5/20/68 Thursday - 5/20/68

GROUP 5

MEAL PUTARI

Handwritten notes on the right side of the page include:

- Handwritten "5" above "GROUP 5".
- Handwritten "MEAL PUTARI" in large letters.
- A circular diagram with "Group 5" in the center, surrounded by "Singing B. song", "Introducing a pen", "free playing", "Balls and cone", and "Jumping cone".
- Handwritten notes: "Singing B. song", "Introducing a pen", "free playing", "Balls and cone", "Jumping cone", "Salt water", "Handwritten '5' above 'GROUP 5'", "Handwritten 'MEAL PUTARI'", "Handwritten 'Singing B. song'", "Handwritten 'Introducing a pen'", "Handwritten 'free playing'", "Handwritten 'Balls and cone'", "Handwritten 'Jumping cone'", "Handwritten 'Salt water'".
- Handwritten "5/20 - 5/20/68 Thursday - 5/20/68" at the bottom.

Daily plan and dietary chart

(2) Facility C

At Facility C, a weekly schedule was created after the workshop, incorporating various activities. Although writing activities had not been conducted previously, they introduced new drawing and writing activities using cassava.

KAPRI CBCC						
WEEKLY PLAN						
SKILL ACTIVITY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
Physical	Kumwete nso	Books	Cards	Books	Cards	Cards
Cognitive	Ngwale					Books
Social	Kumwete Physical	Kumwete ra	Masajije	Kumwete nso	Kumwete Kuvira	Kumwete mpita
Creative	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Physical	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Cognitive	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Social	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Physical	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Cognitive	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Social	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Physical	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Cognitive	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira
Social	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira	Kuvira



Weekly plan

Chalk made from cassava and lines drawn with it

2. Introduction of Teaching Materials

Among the target facilities, three had very limited teaching materials. Therefore, we introduced examples of teaching materials used in Japan that could potentially be adapted and utilized in Malawi.



Puzzle to learn colors, shapes,
number, and alphabets through play

Book

Ball

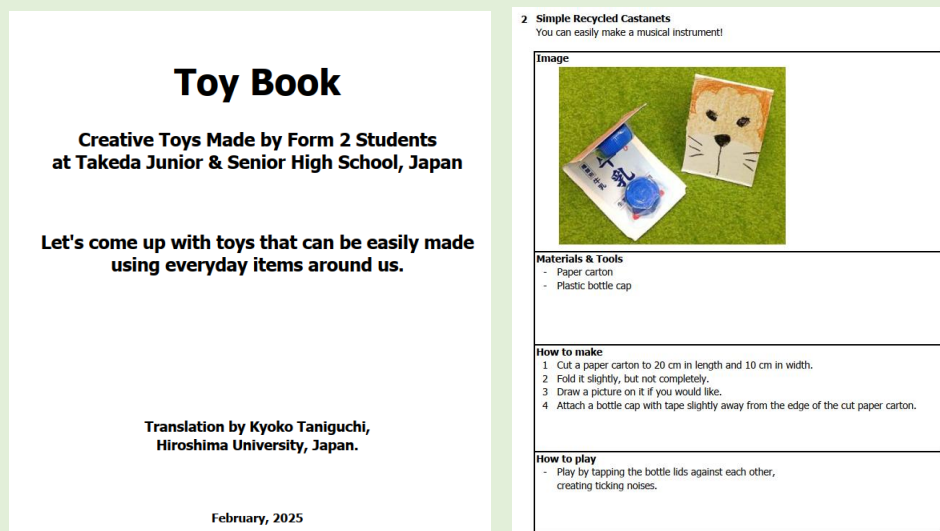


Children playing with a puzzle

Teaching how to use the puzzle

3. Creating Teaching Materials Using Familiar Materials

Five toys, designed by second-year students at Takeda Junior High School in Higashihiroshima City, Hiroshima Prefecture, were selected and translated into English. Caregivers and community members then collaborated to create these toys and played with the children using them.



Made a handmade toy guidebook



Materials



Sample

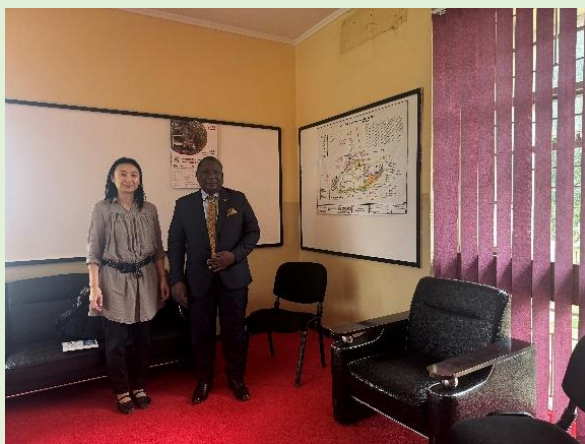


Creating toys together with the community



Creating toys together with caregivers

Additionally, JICA staff also visited the site. We sincerely thank them for their support.



Visit of the Senior Representative of the JICA
Malawi Office to the Regional Governor



Visit of JICA staff to Facility A