



**REPUBLIC OF KENYA**

**LOWER PRIMARY LEVEL DESIGN: GRADE 1 – 3**

**LEARNING AREA: ENVIRONMENTAL ACTIVITIES FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2017

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**ISBN: 978-9966-31-729-2**

Published and printed by Kenya Institute of Curriculum Development

## **FOREWORD**

The Basic Education Curriculum Framework (BECF) outlines the vision and mission for the curriculum reforms. The Vision of the curriculum reforms is to develop “An engaged, an empowered and ethical citizen “while the mission is to “To nurture the potential of every learner”.

The framework adopts a Competency Based Curriculum and has identified seven core competences, namely; communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn, and self-efficacy. It provides a variety of opportunities for identification and nurturing of learner’s potentials and talents in preparation for life and the world of work. It is geared towards making learning enjoyable.

The curriculum designs are developed to enable implementation of the Basic Education Curriculum Framework. The design contains the National Goals of Education and outline the Early Years Education (EYE), subject general and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the topics to values, Pertinent and Contemporary Issues (PCI) and to other activity areas.

It is my hope that all educators in Early Years Education level will anchor their delivery to these Curriculum Designs.

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## **INTRODUCTION**

The Lower Primary designs are meant for learners in Grade 1 to 3. They have taken cognizance of the various aspects of development of learners of that age cohort. The designs are comprehensive enough to guide the teachers to effectively deliver the curriculum.

The teacher must understand the learning outcomes and be able to use the suggested learning experiences to achieve the outcomes. The teacher can also design own learning experiences as long as they achieve the designed learning outcomes. A variety of learning experiences will ensure that learners are engaged in the learning experience. Practical experiences will allow learners to retain more in the learning process. The designs allow the teachers to use a variety of assessment methods but in the end they must evaluate the achievement of the learning outcomes. The curriculum designs are very critical and teachers must make reference to them consistently.

The Curriculum Designs for Lower Primary are in four volumes. However, some of the learning areas have been adapted to suit learners with hearing impairment.

### **Volume One**

- Kiswahili Activities- Kenyan Sign Language for learners with hearing impairment.
- Literacy
- English Activities – Adapted English Activities for learners with hearing impairment.

### **Volume Two**

- Mathematics Activities
- Environmental Activities – Adapted Environmental Activities for learners with hearing impairment.
- Hygiene and Nutrition Activities

### **Volume Three**

- Christian Religious Education
- Hindu Religious Education
- Islamic Religious Education

### **Volume Four**

- Movement and Creative Activities – Adapted movement and Creative Activities for learners with hearing impairment.

## LEARNING AREAS TIME ALLOCATION

	<b>Learning Area</b>	<b>Lessons Per Week</b>
1.	Literacy Activities	5
2.	Kiswahili Language Activities/Kenyan Sign Language	3
3.	English Language Activities for learners with hearing impairment	3
4.	Mathematical Activities	5
5.	Environmental Activities for learners with hearing impairment	5
6.	Hygiene and Nutrition Activities	2
7.	Religious Activities	3
8.	Movement and Creative Activities for learners with hearing impairment	8(*** 5 for PE)
9.	Pastoral Programme of Instruction	1
	<b>Total Lesson Per Week</b>	<b>35</b>

## **NATIONAL GOALS OF EDUCATION**

### **1. Foster nationalism, patriotism, and promote national unity**

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people.

Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

### **2. Promote social, economic, technological and industrial needs for national development**

Education should prepare the learner to play an effective and productive role in the nation.

#### **a) Social Needs**

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

#### **b) Economic Needs**

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

#### **c) Technological and Industrial Needs**

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

### **3. Promote individual development and self-fulfillment**

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society.

### **4. Promote sound moral and religious values**

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

**6. Promote respect for and development of Kenya's rich and varied cultures**

Education should instill in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

**7. Promote international consciousness and foster positive attitudes towards other nations**

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## **GENERAL LEARNING OUTCOMES FOR EARLY YEARS EDUCATION**

By the end of early years' education, the learner should be able to:

1. Demonstrate basic literacy and numeracy skills for learning.
2. Communicate appropriately using verbal and/or non-verbal modes in a variety of contexts.
3. Demonstrate appropriate etiquette in social relationships.
4. Apply creativity and critical thinking skills in problem solving.
5. Explore the immediate environment for learning and enjoyment.
6. Practice hygiene, nutrition, sanitation, safety skills to promote health and wellbeing.
7. Demonstrate the acquisition of emotional, physical, spiritual, aesthetic and moral development for balanced living.
8. Demonstrate appreciation of the country's rich and diverse cultural heritage for harmonious co-existence.
9. Apply digital literacy skills for learning and enjoyment.

### **Essence Statement**

English Language during the early years is intended to engage the learners in activities that allow them to use and progressively demonstrate the competences outlined. The emphasis in the presentation of the four language skills is to ensure that they are functional. The learners should also experience the interdependence of the competences across the skills, and find relevance of what they learn in their day to day contexts. Similarly, English language activities in Grade 1, 2, and 3 are expected to play a preparatory role in enabling learners to use it as a medium of learning from grade four, upwards. Concerted efforts to enrich learning at this level will gradually empower learners to exercise what they have acquired in the different functions that English language plays, at the national and global level. Teachers of learners with hearing impairment should use **Signed Exact English(SEE)** to facilitate learning and avoid using **Signed English(SE)** or **Kenyan Sign Language(KSL)**.

## **General Learning Outcomes**

By the end of Early Years Education, the learner should be able to:

- a) Listen/observe and respond appropriately to relevant information in a variety of contexts,
- b) Express self confidently using the language structures and the vocabulary acquired for interaction with others,
- c) Read with comprehension, a variety of short texts of about 200 words fluently and accurately,
- d) Read with comprehension a variety of texts for information and pleasure,
- e) Write simple sentences legibly and neatly to express ideas and feelings,
- f) Demonstrate the appropriate use of simple language structures and basic punctuation marks to communicate effectively.

# **GRADE 1**

**GRADE 1: HEARING IMPAIRED LEARNERS**

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<p><b>1.0 Environment and its resources</b></p>	<p><b>1.1 Weather and Sky</b>  (10 lessons) 1.1.1 Observing the Sky</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe the appearance of the sky during the day and at night;</p> <p>b) observe differences in appearance of the sky during the day and at night;</p> <p>c) develop curiosity in observing appearance of the sky for enjoyment.</p>	<ul style="list-style-type: none"> <li>• Learners could observe the sky (the sun, moon, stars and clouds) during the day and at then share their observations with others.</li> <li>• Learners could be guided to observe the appearance of the sky at night in their homes and report back.</li> <li>• Learners could be guided to observe the appearance of the sky during the day and at night from video clips.</li> <li>• Learners could play educative computer games on the Sun, moon, clouds and stars.</li> <li>• Learners could to draw and colour the sun, moon, clouds and stars.</li> </ul>	<ol style="list-style-type: none"> <li>1. What do we see when look at the sky during the day and during the night?</li> <li>2. What differences do we observe in the day and night sky?</li> </ol>
	<p>1.1.2 Exploring weather conditions</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify weather conditions of the day;</p>	<ul style="list-style-type: none"> <li>• Learners could explore weather conditions as an outdoor activity (<i>windy, cloudy, rainy and sunny</i>).</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> </ol>

		b) make reasonable forecast of the day from weather observations; c) appreciate weather conditions at different times of the day.	<ul style="list-style-type: none"> <li>• In groups, learners could be guided to observe weather conditions of the day in the immediate environment.</li> <li>• Learners could share experiences about daily weather conditions.</li> <li>• Learners could identify various weather conditions of a day using age appropriate stimuli materials.</li> <li>• Learners could sign or sing songs and recite poems on various weather conditions for enjoyment.</li> <li>• Learners could find out more about the sky during the day and at night from parents or guardians.</li> <li>• Learners could draw and colour a weather chart.</li> </ul>	
<b>Core Competences to be developed:</b> <ul style="list-style-type: none"> <li>• Communication and collaboration as they work in groups.</li> <li>• Imagination and creativity as they draw and colour weather charts.</li> <li>• Critical thinking and problem solving as they explore and share.</li> </ul>				
<b>Digital literacy:</b> videos, photographs.				
<b>Link to PCIs and Values:</b> ESD: Environmental Education.			<b>Link to values:</b> Unity and respect when working together.	
<b>Links to other learning activity areas:</b> Religious Education on God's creation. Movement and Creative Arts: drawing and colouring.			<b>Suggested Community Service Learning activities:</b> learners are guided by parents or guardians to observe the sky at night.	

<b>Suggested non formal activity to support learning:</b> Learners to develop and colour weather chart.	<b>Suggested assessment:</b> Observation as they draw and colour weather chart questions on weather.
<b>Suggested Resources:</b> Videos, weather chart, pictures and Natural environment.	
<b>Suggested resources:</b> videos, weather charts, pictures and natural environment	

### Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner to consistently and accurately identify the sun, moon, stars and clouds. Appreciates different weather conditions.	Learner to accurately identify the sun, moon, stars and clouds. Appreciates different weather conditions.	Learner to occasionally identify the sun, moon, stars and clouds. Sometimes appreciates different weather conditions.	Rarely identify and appreciates weather conditions.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
	<b>1.3 Water</b>  (10 lessons)  1.3.1 Sources of water	By the end of the sub-strand, the learner should be able to: a) identify different sources of water in the immediate environment; b) observe different sources of water in the immediate environment; c) appreciate different sources of water in the immediate environment.	<ul style="list-style-type: none"> <li>Learners could brainstorm on sources of water.</li> <li>Learners could observe a variety of stimuli materials on sources of water and share their ideas.</li> <li>Learners could be guided to model and draw sources of water in the class learning space/corner as a project.</li> </ul>	What are the sources of water in our immediate environment?
	1.3.2 Uses of water	By the end of the sub-strand, the learner should be able to: a) identify different uses of water in the home and school;	<ul style="list-style-type: none"> <li>Learners could identify different uses of water in school and at home.</li> </ul>	How do we use water responsibly in the home and school?

		b) demonstrate careful use of water in the home and school; c) appreciate careful use of water in the home and school.	<ul style="list-style-type: none"> <li>Learners could discuss careful use of water in the home and school.</li> <li>Learners could develop a scrap book on careful use of water either in the home or at school.</li> </ul>	
<b>Core-competence to be developed:</b> Communication and collaboration while working in groups; Creativity: ability to think critically and creatively in making the scrapbook.				
<b>Digital literacy:</b> videos.				
<b>Links to PCI's:</b> Personal hygiene.			<b>Links to values:</b> Moral values of cleanliness.	
<b>Link to other learning activity areas: Religious Education:</b> Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness.			<b>Suggested Community Service Learning activities:</b> Learners to find out more about sources and uses of water from their parents or guardians.	
<b>Suggested non-formal activity to support learning through application</b> Make a display of the scrapbook for other learners to appreciate.			<b>Suggested assessment:</b> Use a checklist to assess the scrapbook, Observation on group work, written and signed (LWD)/ oral (HOH) questions.	
<b>Suggested Resources:</b> Local environment, videos, poem extracts.				

### Assessment Rubric

Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Learner able to consistently and correctly identify many sources and uses of water and demonstrates careful uses of water.	Learner able to correctly identify sources and uses of water. Appreciates and demonstrates careful uses of water.	Learner able to some extent correctly identifies sources and uses of water. May appreciate and demonstrate careful uses of water.	Learner able to rarely identify and appreciates sources and uses of water.

<b>Strand</b>	<b>Sub -strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question (s)</b>
<b>Environment and its resources</b>	<b>1.4 Soil</b> (10 lessons) 1.4.1 Playing with soil	By the end of the sub-strand, the learner should be able to: a) identify ways of playing with soil for enjoyment; b) play with soil in different ways for enjoyment; c) model different objects using soil at school; d) develop curiosity in playing with soil for enjoyment.	<ul style="list-style-type: none"> <li>• Learners could identify ways of playing with soil.</li> <li>• Learners could fill and empty cans with soil for fun.</li> <li>• Learner could model different objects using soil.</li> <li>• Learners could draw on the soil and make different patterns using soil paints.</li> <li>• Learners could find out more from parents or guardians on how to play with soil.</li> </ul>	How could we play with soil?
<b>Core-competence to be development:</b> creativity and imagination, communication and collaboration as learners make patterns using paints from soil.				
<b>Links to PCI's: ESD:</b> Environment and its resources.			<b>Links to values:</b> Responsibility.	
<b>Links to other learning activity areas:</b> Mathematics: Emptying and filling cans. Movement and Creative activities: Drawing and making patterns.			<b>Suggested Community Service Learning activities:</b> Learners find out from parents or guardians how to play with soil.	
<b>Suggested non-formal activity to support learning:</b> Displaying patterns from soil paints for peers to appraise.			<b>Suggested assessment:</b> Signed questions and observation of the soil activities.	
<b>Suggested Resources:</b> Small sticks, water, papers, different objects to make patterns, soil, containers.				

## Assessment Rubric

Exceeding expectation		Meeting expectation		Approaching Expectation		Below expectation	
Learner able to consistently play and creatively model items, makes a variety of patterns using soil and shows curiosity in playing with soil.		Learner able to correctly play, models items, make patterns using soil and shows curiosity in playing with soil.		Learner able to play, model, items, make few patterns using soil and shows little interest in playing with soil.		Learner able to rarely play, model items or makes patterns using soil.	
Strand	Sub-strand	Learning outcome		Suggested Learning experience		Key Inquiry question(s)	
<b>Environment and its resources</b>	<b>1.5 Plants</b> (15 Lessons)  1.5.1 Exploring plants in the immediate environment	By the end of the sub-strand, the learner should be able to: a) identify plants in the immediate environment; b) observe plants in the immediate environment to realize the diversity in plants; c) appreciate plant diversity in the immediate environment.		<ul style="list-style-type: none"> <li>• Learners could take a nature walk to observe different plants in the immediate environment.</li> <li>• Learners could think pair and share about plants that they saw during the nature walk.</li> <li>• Learners could draw and colour plants that they liked during the nature walk.</li> <li>• Learners could gather more information from parents or guardians about plants and report back.</li> <li>• Learners could search for pictures on plants from digital and print resources.</li> <li>• Learners could sign or sing songs on plants.</li> </ul>		What plants are found in the immediate environment?	
<b>Core Competences to be developed:</b> Communication and collaboration: sharing experiences in groups about plants. Imagination and creativity: drawing and coloring plants. Learning to learn: gathering information through taking a nature walk.							
<b>Digital literacy:</b> videos and photographs.							

<b>Link to PCIs: ESD:</b> Environmental awareness.	<b>Link to Values:</b> Unity inworking with others.
<b>Links to other learning activity areas:</b> Religious Activities: Appreciating plants as God’s creation. Movement and Creative Activities: Drawing and colouring plants.	<b>Suggested Community Service Learning activities:</b> learners to find out names of plants from parents or guardians.
<b>Suggested non formal activity to support learning:</b> Sign songs on plants during the school assembly.	<b>Suggested assessment:</b> Signed questions, observation and written work on Activity sheet on plants.
<b>Suggested Resources:</b> Local environment, photographs, pictures, video and real plants.	

### Assessment Rubric

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
Consistently and correctly identifies the plants in the immediate environment.	Correctly identifies plants in the immediate environment.	Sometimes identifies some plants in the immediate environment.	Rarely identifies plants in the immediate environment.

<b>Strand</b>	<b>Sub-Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Key inquiry Questions</b>
<b>1.0 Environment and its resources</b>	<b>1.6 Animals</b> (15 lessons)  1.5.1 Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) identify and sign different animals in the immediate environment; b) observe different animals in the immediate environment; c) appreciate diversity of animals in the immediate environment.	<ul style="list-style-type: none"> <li>• Learners could be guided safely to explore animals and their appropriate signs in the immediate environment.</li> <li>• Learners could in groups be guided to observe and identify different animals.</li> <li>• Learners could take a nature walk to observe diversity in animals.</li> </ul>	What animals are found in the immediate environment?

			<ul style="list-style-type: none"> <li>• Learners could share their findings on animals that they observed.</li> <li>• Learners could observe other learners as they sign stories on animals for enjoyment.</li> <li>• Learners could gather more information on animals from parents or guardians.</li> <li>• Learners could be guided to play computer games related to animals.</li> </ul>	
<p><b>Core Competence to be developed:</b> Creativity and imagination, Learning to learn, Communication and collaboration as they play games, sign stories and sharing experiences.</p>				
<p><b>Digital literacy:</b> computers.</p>				
<p><b>Link to PCI's: ESD:</b> Environmental awareness.  <b>Life skills:</b> Effective communications as learners identify animals.</p>			<p><b>Link to Values:</b> Respect, kindness, care, safety: learners appreciate animals in their natural environment.</p>	
<p><b>Link to other learning activity areas:</b> Religious Education: appreciating animals as God's creation.  Literacy: Observe others as they sign stories on animals</p>			<p><b>Suggested Community Service Learning activities:</b> Learners to explore animals in the immediate environment.</p>	
<p><b>Suggested non formal activity to support learning through application:</b> Present a message on care of animal to other learners.</p>			<p><b>Suggested assessment:</b> Signed (LWD)/ or (HOH) questions on identifying animals in the immediate environment.</p>	
<p>Suggested Resources: Physical environment, pictures, photographs, computers, real animal and charts.</p>				

### Suggested Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner able to consistently and correctly identify, observe and appreciate different animals in the immediate environment.	Learner able to correctly identify different animals, observe and appreciate the animals in the immediate environment.	Learner able to sometimes identify different animals, observe and rarely shows appreciation of the different animals in the immediate environment.	Learner able to rarely identify and appreciate different animals in the immediate environment.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>1.0 Environment and its resources</b>	<b>1.7 Energy</b> (10 Lessons) 1.7.1 Producing sounds and vibrations	By the end of the sub-strand, the learner should be able to: a) identify sounds and vibrations in the immediate environment; b) identify ways of producing sounds and vibrations from different objects; c) create sounds and vibrations from a variety of sources for enjoyment; d) develop curiosity in producing sounds and vibrations from different objects.	<ul style="list-style-type: none"> <li>• Learners could take a nature walk in the immediate environment to explore sounds and vibrations in the environment.</li> <li>• Learners could share experience of the sounds and vibrations they heard and felt.</li> <li>• Learners could imitate sounds from humans, animals, machines or that which is natural (thunder).</li> <li>• Learners could identify ways of creating sound using the body, objects and voice</li> </ul>	<ol style="list-style-type: none"> <li>1. What produces sounds in the immediate environment?</li> <li>2. How could we produce sounds?</li> </ol>

			<p>(plucking, hitting, blowing, shaking snapping, tapping and clicking).</p> <ul style="list-style-type: none"> <li>Learners could observe other learners as they produce different sounds from common instruments.</li> </ul>	
	1.7.2 Sounds and vibrations that alert us on dangers	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify sounds and vibrations that alert us on dangers in the immediate environment;</li> <li>discriminate sounds and vibrations and vibrations that alert us on dangers for appropriate response;</li> <li>appreciate different sounds and vibrations that alerts on dangers.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could come up with different sounds and vibrations that alert us on dangers.</li> <li>Learners could identify sounds and vibrations that alert us on dangerous situations.</li> <li>In groups, learners could match different sound alerts with correct danger.</li> <li>Learners could practice appropriate response to sounds and vibrations that alert us on dangers.</li> <li>Learners to ask parents or guardians how to appropriately respond to sounds and vibrations that alert people on dangers in the community.</li> </ul>	<ol style="list-style-type: none"> <li>What sounds alert on danger?</li> <li>How could we respond appropriately to various sounds?</li> </ol>

	1.7.3 Dangers of loud sounds	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify sources of loud sounds in the immediate environment;</p> <p>b) explain the effects of loud sounds on health and safety;</p> <p>c) observe practices that protect us from effects of loud sounds;</p> <p>d) demonstrate willingness to limit dangers from loud sounds to self and others.</p>	<ul style="list-style-type: none"> <li>• Learners could explore sources of loud sound in the immediate environment.</li> <li>• Learners could discuss effects of loud sounds on their wellbeing.</li> <li>• Learners could identify ways of avoiding loud sound.</li> <li>• Learners could pantomime on dangers of loud sounds.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the sources loud sounds?</li> <li>2. How could loud sound affect us?</li> <li>3. How could we avoid loud sound?</li> </ol>
<p><b>Core-competence to be development:</b> Creativity and imagination when creating sound, dancing and pantomiming Self-efficacy – discussing on how to avoid practices that brings about loud sound.</p>				
<p><b>Digital literacy:</b> videos</p>				
<p><b>Links to PCI's:</b> <b>ESD:</b> Environment and its Resources. <b>Life skills:</b> Effective communication, learners produce sounds in different ways. <b>Citizenship:</b> Social cohesion, learners dance to different sounds.</p>		<p><b>Link to values:</b> Responsibility.</p>		
<p><b>Links to other learning activity areas (s):</b> Language: Reciting poems. Nutrition and Health: Loss of hearing. Movement and creative Arts: Signing and dancing.</p>		<p><b>Suggested Community Service Learning activity:</b> Display messages that warn on harmful effects of loud sounds.</p>		
<p><b>Suggested non-formal activity to support learning through application</b> Communicate messages of avoiding loud sounds through clubs movements and societies.</p>		<p><b>Suggested assessment:</b> Sound quiz, written questions.</p>		
<p><b>Suggested Resources:</b> Musical instruments, flash cards, pictures, video clips, and immediate environment.</p>				

## Assessment Rubric

Sub-strand	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<b>Producing sounds</b>	Learner able to correctly and consistently identify sources of sounds and creatively creates sound.	Learner able to correctly identify sources of sounds and creates sounds.	Learner able to identify some sources of sounds and creates some sounds.	Learner able to rarely identify sources of sounds or creates sounds.
<b>Sounds that alert us on dangers</b>	Learner able to correctly and consistently make sounds, identify and discriminates sounds that alert on dangers.	Learner able to correctly identify and discriminates sounds that alert on dangers.	Learner able to occasionally identify and discriminate some sounds that alert on dangers.	Learner able to rarely identify and discriminate some sounds that alert on dangers.
<b>Dangers of loud sounds</b>	Learner able to correctly and consistently observe and appreciate practices that protect self and others from loud sounds.	Learner able to correctly observe and appreciate practices that protect self and others from loud sounds.	Learner able to sometimes observe and appreciate practices that protect self and others from loud sounds.	Learner able to rarely observes practices that protect one from loud sounds.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<b>2.0 Social environment</b>	<b>Home Environment</b> (20 lessons) 2.1.1 Caring for things found in the home	By the end of the sub-strand, the learner should be able to: a) sign the various things found in the home; b) care for things found in the home; c) develop positive attitude towards caring for things in the home.	<ul style="list-style-type: none"> <li>Learners could identify and sign things found in the home (utensils and furniture).</li> <li>Learners could identify ways of caring for things found in the home (washing and dusting).</li> </ul>	<ol style="list-style-type: none"> <li>What things are found in the home?</li> <li>How could we care for things found in the home?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners could demonstrate ways of caring for things found in the home.</li> </ul>	
	2.1.2 Keeping home environment clean	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>sign things that make the home environment dirty;</li> <li>participate actively in making the home environment clean;</li> <li>demonstrate willingness to keep the home environment clean.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could sign things that make the home environment dirty.</li> <li>Learners could demonstrate cleaning of home environment using relevant cleaning activities.</li> <li>Learners could visit a nearby home, if possible of an elderly person, and clean the home environment.</li> </ul>	<ol style="list-style-type: none"> <li>What makes our home environment dirty?</li> <li>How could we keep our home environment clean?</li> </ol>
	2.1.3 Keeping safe and secure in the home	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify common risks at home;</li> <li>observe safety and security in the home environment to avoid risk to self and others;</li> <li>demonstrate responsibility towards own safety and security in the home environment.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could listen or observe signed stories on possible risks in the home.</li> <li>Learners could identify common risks in the home.</li> <li>Learners could demonstrate ways of keeping safe and secure in the home.</li> <li>Learners could discuss with parents or guardians on keeping safe and secure</li> </ul>	<ol style="list-style-type: none"> <li>What are some of the possible risks in the home?</li> <li>How could we keep safe and secure in the home?</li> </ol>

			in the home and report back.	
	2.1.4 Child Rights and responsibilities in the family.	By the end of the sub-strand, the learner should be able to: a) identify rights of a child in a family; b) perform the responsibilities of a child in a family; c) develop a sense of responsibility for family social cohesion.	<ul style="list-style-type: none"> <li>• Learners could identify child rights in a family (right to a name, nutrition, shelter, schooling and play).</li> <li>• Learners could identify responsibilities of a child in a family.</li> <li>• In groups, learners could complete a postcard on responsibilities of a child in a family.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the rights of a child in the family?</li> <li>2. What are the responsibilities of a child in the family?</li> </ol>
	2.1.5 Meeting family needs.	By the end of the sub-strand, the learner should be able to: a) state basic needs in a family; b) explain ways in which parents or guardians Meeting basic family needs;	<ul style="list-style-type: none"> <li>• Learners could state some of the basic family needs (food, water and shelter).</li> <li>• Learners could fill printable age appropriate</li> </ul>	<ol style="list-style-type: none"> <li>1. What are basic family needs?</li> <li>2. How can parents or guardians Meeting basic family needs?</li> </ol>

		c) appreciate the efforts of parents or guardians in Meeting family needs.	<p>forms on basic family needs.</p> <ul style="list-style-type: none"> <li>• Learners could identify how parents or guardians Meeting basic family needs (farming, employment and business).</li> <li>• Learners could sign or sing songs and recite poems or rhymes on how parents or guardians Meeting basic family needs.</li> </ul>	
<b>Core Competence:</b> Citizenship (Child Rights and family values), Self-efficacy: able to make social decisions when they play their roles.				
<b>Digital literacy:</b> video clips and photographs.				
<b>PCIs:</b> ESD: Safety and Security. <b>Life skills:</b> Moral education and self-awareness. <b>Citizenship:</b> Family responsibilities.			<b>Link to values:</b> Respecting family members, responsibility in Meeting family needs, love, and care.	
<b>Link to other learning activity areas:</b> Religious Education: Moral values and responsibilities.			<b>Suggested Community Service Learning activities:</b> Learners to be guided to find out from parents or guardians how they Meeting family needs.	
<b>Suggested non formal activity to support learning:</b> Learners to sign songs and poems on how parents or guardians Meeting family needs during a parents' day.			<b>Suggested assessment:</b> Signed (LWD)/ or (HOH) questions, observations written questions.	
<b>Suggested resources:</b> Picture cut outs, natural environment, utensils, furniture, electronic gadgets, brooms, mops dusters, dust bins, rakes, spades, charts, video clips and photographs.				

## Assessment Rubric

<b>Sub –strand</b>	<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<b>Caring for things in the home</b>	Learner consistently and correctly signs various things found in the home and cares for them.	Learner correctly signs various things found in the home and cares for them.	Learner occasionally correctly signs some things found in the home and cares for some.	Learner rarely signs and care for things found in the home.
<b>Keeping the home environment clean</b>	Learner consistently and effectively participates in making the home environment clean and appreciates keeping it clean.	Learner correctly participates in making the home environment clean and appreciates keeping it clean.	Learner occasionally participates in making and keeping the home environment clean and appreciates it.	Learner rarely participates in making the home environment clean.
<b>Keeping the home safe and secure</b>	Learner consistently identifies risks and effectively keeps safe and secure.	Learner correctly identifies risks and keeps safe and secure.	Learner occasionally identifies risks and keeps safe and secure.	Learner rarely identifies risks and keeps safe and secure.
<b>Child rights and responsibility in the family</b>	Learner consistently identifies rights and responsibilities in the family and effectively exercises rights and responsibilities.	Learner correctly identifies rights and responsibilities in the family.	Learner occasionally identifies rights and responsibilities in the family.	Learner rarely identifies rights and responsibilities in the family.
<b>Meeting Family Needs</b>	Learner consistently identifies family needs and responsibilities and always appreciates the efforts of parents or guardians in Meeting family needs.	Learner correctly identifies family needs and responsibilities and always appreciates the efforts of parents or guardians in Meeting family needs.	Learner occasionally identifies family needs and responsibilities and appreciates the efforts of parents or guardians in Meeting family needs.	Learner rarely recognizes family needs, responsibilities the efforts of parents or guardians in

				Meeting family needs.
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Strand	Sub –strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects (30 lessons)</b> 2.2.1 Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to: a) identify ways of generating money rightfully in the family; b) demonstrate awareness of rightful ways of generating money to promote good citizenship; c) appreciate genuine ways of generating money as good citizens.	<ul style="list-style-type: none"> <li>Learners could be guided to identify how families generate money.</li> <li>In groups, learners could discuss rightful ways of generating money.</li> <li>Using case stories, learners could identify various ways of generate money rightfully.</li> <li>Learners could be guided to find out more from parents or guardians on rightful ways of earning money.</li> </ul>	How could we make money rightfully?
	2.2.2 Exploring the environment for appropriate income generating activities.	By the end of the sub-strand, the learner should be able to: a) identify income generating activities for the family; b) suggest possible income generating activities for the family; c) demonstrate interest in the income generating activities at home.	<ul style="list-style-type: none"> <li>Learners could suggest an income generating activity at home.</li> <li>Learners could explore income generating activities that could be carried out in the family.</li> <li>Learners could be guided in pair and share on income generating activities that could be undertaken by the family.</li> <li>Learners could share suggestions on income</li> </ul>	What activities could generate income for the family?

			generating activities with guardians or parents. <ul style="list-style-type: none"> <li>Learners could visit an ongoing income generating project for children.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity, critical thinking and problem solving.				
<b>Link to PCIs and Values: ESD</b> Environmental Education and its resources: environment and its resources. Financial literacy: income generating activities. Life skills: Effective communication.			<b>Link to values:</b> Honesty, integrity,	
<b>Digital literacy:</b> Video clips and photographs.				
<b>Links to other learning activity areas:</b> Literacy, Religious Education.			<b>Suggested Community Service Learning activities:</b> discussion with parents or guardians on income generating projects.	
<b>Suggested non formal Activity to support learning</b> Visit an ongoing income generating project for children.			<b>Suggested assessment:</b> Observation as they perform the poem or sign. Signed question on money and income generating activities.	
<b>Suggested Resources:</b> Props for role play local environment, realia, video clips, newspapers cuttings, business magazines photographs.				

### Assessment Rubric

	<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<b>Ways of generating money</b>	Learner consistently and creatively identifies ways of generating money, demonstrates and appreciates rightful ways of making money.	Learner identifies ways of generating money, demonstrates and appreciates rightful ways of making money.	Learner sometimes identifies ways of generating money, may demonstrate and appreciates rightful ways of generating money.	Learner rarely identifies ways of generating money.

<b>Exploring the environment for appropriate income generating activities</b>	Learner creatively and consistently identifies and suggests various possible income generating activities for the family.	Learner identifies and suggests possible income generating activities for the family.	Learner sometimes identifies possible income generating activities for the family.	Learner rarely identifies possible income generating activities for the family.
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Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.1 Caring for plants</b> (5 lessons) 3.1.1 Watering flower beds at school.	By the end of the sub-strand, the learner should be able to: a) state when flowers should be watered at school; b) water flower beds appropriately within the school environment; c) demonstrate willingness to take responsibility in watering flowers at school.	<ul style="list-style-type: none"> <li>• Learners could suggest reasons for watering flowers.</li> <li>• In groups, learners could be guided to identify things used for watering flowers (<i>watering can, sprinklers, hose pipe, bucket, improvised watering cans</i>).</li> <li>• Learners could practice correct procedures of watering flower beds.</li> <li>• Learners could take turns in watering flower beds.</li> <li>• Learners could participate in planting flowers to beautify the school compound.</li> </ul>	<ol style="list-style-type: none"> <li>1. When do we water flower beds?</li> <li>2. How could we water flower beds?</li> </ol>
<b>Core Competences to be developed:</b> Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans.				
<b>Link to PCIs and Values: Environmental Education:</b> Caring for plants <b>Life skills:</b> Cooperating while taking turns in watering flowers.			<b>Link to values:</b> Responsibility as learners take turns in watering flowers at school.	
<b>Links to other learning activity areas:</b> Religious Education Activities: Respect plants as God’s creation.			<b>Suggested Community Service Learning activities:</b> Participate in watering flowers in school.	
<b>Suggested non formal Activity to support</b> Beautify the school compound through clubs.			<b>Suggested assessment:</b> Observing the procedure of watering flowers.	
<b>Suggested Resources:</b> pictures, watering tools/equipment, local environment.				

## Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
Learner consistently and correctly states when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Learner correctly states when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Learner sometimes states when flower beds should be watered at school, waters flower beds appropriately within the school environment and sometimes takes responsibility in watering flowers at school.	Learner rarely states when flower beds should be watered at school and may water flower beds appropriately within the school environment.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcome</b>	<b>Suggested Learning Experiences</b>	<b>Key Inquiry Question(s)</b>
<b>Caring for the environment</b>	<b>3.2 Caring for animals</b> (5 lessons) 3.2.1 Feeding and watering animals.	By the end of the sub-strand, the learner should be able to: a) identify and sign common feeds for various animals at home; b) identify common equipment for watering and feeding animals at home; c) clean the equipment for watering and feeding animals at home; d) appreciate the need to feed and water animals at home.	<ul style="list-style-type: none"> <li>Learners could be guided to identify and sign common feeds, feeding and watering equipment for animals at home.</li> <li>In groups, learners could share experiences on feeding and watering animals (poultry, cow, cat and dog).</li> <li>Learners could visit a farm or agricultural show to</li> </ul>	<ol style="list-style-type: none"> <li>What do animals at home eat?</li> <li>What equipment do we use in watering and feeding animals at home?</li> <li>How could we keep watering and feeding equipment clean?</li> </ol>

			identify animal feeds and watering equipment <ul style="list-style-type: none"> <li>Learners could practice feeding and watering animals at home and schools.</li> </ul>	
<b>Core-competence to be development:</b> Collaboration and communication: learners working in groups. Digital literacy: Video clips.				
<b>Links to PCI's and values:</b> Animal Welfare Education– Freedom for animals.			<b>Links values:</b> Respect and care for animals.	
<b>Links to other learning activity areas:</b> Nutrition and Hygiene: cleanliness. Religious Education: Respect of God's creation.			<b>Suggested Community Service Learning activities:</b> Learners are guided to find out from a farm some of the common animal feeds and watering equipment.	
<b>Suggested non-formal activity to support learning through application:</b> Visit a farm or attend agricultural shows to learn more on animals.			<b>Suggested assessment:</b> Oral questions, observation as learners practice feeding and watering animals.	
<b>Suggested Resources:</b> Watering troughs, water, feeding troughs, samples of animal feeds, pictures, video clips, real animals.				

### Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner correctly and consistently identifies and signs animal feeds and watering equipment for domestic animals, is able to feed, water and clean the watering equipment appropriately.	Learner correctly identifies and signs common animal feeds and is able to feed and water animals appropriately.	Learner sometimes identifies and signs common animal feeds and is able to feed and water animals appropriately.	Learner rarely identifies and signs common animal feeds and is able to feed and water animals appropriately.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.3 Managing waste responsibly</b> (10 lessons) 3.3.1 Exploring types of waste in the classroom.	By the end of the sub-strand, the learner should be able to: a) identify types of waste in the classroom; b) safely sort out waste in the in the classroom for appropriate disposal; c) dispose of waste responsibly to limit risks to self, others and environment; d) appreciate a clean classroom environment for good health.	<ul style="list-style-type: none"> <li>• Learners could be guided to brainstorm types of waste from the classroom (Plastic and non-plastics).</li> <li>• Learners could be guided to record types of waste (by writing or drawing).</li> <li>• Learners could safely sort out waste from the classroom.</li> <li>• Learners could be guided to develop a schedule for cleaning the classroom.</li> </ul>	<ol style="list-style-type: none"> <li>1. What types of waste are found in the classroom?</li> <li>2. How could we dispose of classroom waste responsibly?</li> </ol>
	3.3.2 Safety in handling waste in the home.	By the end of the sub-strand, the learner should be able to: a) identify types of wastes found in the home; b) sort out waste in the for safe and effective disposal; c) appreciate the need for safety when managing waste at home to limit risk to self and others.	<ul style="list-style-type: none"> <li>• Learners could identify types of waste found in the home.</li> <li>• Learners could watch video clips on safe managing of wastes.</li> <li>• Learners could be guided to identify safe ways of managing wastes in the home.</li> <li>• In groups, learners could be guided to simulate safety in</li> </ul>	<ol style="list-style-type: none"> <li>1. What wastes are found at home?</li> <li>2. How could we safely dispose of waste at home?</li> </ol>

			<p>managing different types of waste in the home.</p> <ul style="list-style-type: none"> <li>• Learners could discuss with parents or guardians about safe ways of managing wastes in the home.</li> <li>• Learners could participate in making sign posts and place them at appropriate places to guide disposal of waste.</li> </ul>	
<p><b>Core Competences to be Developed:</b> Communication and collaboration, critical thinking and problem solving practice safe management of different types of waste; learning to learn: gathering information on waste disposal.</p>				
<p><b>Digital literacy:</b> Videos.</p>				
<p><b>Link to PCIs: ESD:</b> Care of the environment <b>Life skills:</b> Cooperating with others while working in groups.</p>			<p><b>Link to values:</b> Responsibility.</p>	
<p><b>Links to other learning activity areas:</b> Hygiene and Nutrition: Waste disposal.</p>			<p><b>Suggested Community Service Learning activity:</b> Ask parents or guardians about ways of handling waste.</p>	
<p><b>Suggested non formal activity to support learning through application:</b> Engage clubs to create sign posts and place them at appropriate places to guide disposal of waste.</p>			<p><b>Suggested assessment:</b> Observation, written assignment.</p>	
<p><b>Suggested Resources:</b> Local environment, dustbins, brooms, videos, pictures.</p>				

### Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
Learner consistently and correctly identifies and disposes home and classroom wastes effectively and efficiently.	Learner correctly identifies and disposes home and classroom wastes effectively.	Learner sometimes identifies and disposes home and classroom wastes effectively.	Lerner rarely identifies and disposes home and classroom wastes effectively.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question</b>
<b>3.0 Care for the environment</b>	<b>3.4 Caring for water</b>  (5 lessons)  3.4.1 Using water sparingly	By the end of the sub-strand, the learner should be able to: a) identify ways in which water is wasted at home and school; b) identify ways of using water sparingly to reduce wastage; c) use water sparingly at home and school; d) demonstrate willingness to use water sparingly.	<ul style="list-style-type: none"> <li>• Learners could be guided to identify ways of using water sparingly at home and school.</li> <li>• Learners could explore various ways in which water is used sparingly.</li> <li>• In groups, learners could be guided to demonstrate the different practices of careful use of water.</li> <li>• Learners could be guided to identify common practices that lead to wastage of water at home and school.</li> <li>• Learners could be organized to participate in school water day to share experiences on careful use of water.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is water wasted at home and school?</li> <li>2. How could we reduce water wastage at home and school?</li> </ol>
<b>Core-competence to be development:</b> Critical thinking and problem solving – learner practicing use of water sparingly, Communication and collaboration – learners in groups carrying out simple activities involving use of water sparingly.				
Digital literacy: Video clips.				
<b>Links to PCI's:</b> ESD: Water conservation.			<b>Links to values:</b> Using water sparingly.	
<b>Links to other learning activity areas (s):</b> Hygiene and nutrition: use of water.			<b>Suggested Community Service Learning activity</b> Learners to find out from their parents or guardians on how water is used sparingly at home and school.	
<b>Suggested non-formal activity to support learning through application:</b> Organize an event on school water day to share careful use of water.			<b>Suggested assessment:</b> Interviews on water use and direct observation of group work.	
<b>Suggested Resources:</b> Water containers, video clips on using water, photographs, local environment.				

**Assessment Rubric**

<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Learner consistently and correctly uses water sparingly.	Learner correctly uses water sparingly.	Learner sometimes uses water sparingly.	Learner rarely uses water sparingly.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 Care for the environment</b>	<b>3.5 Conserving Light Energy at Home and School</b>  (5 lessons)	By the end of the sub-strand, the learner should be able to: a) state correct ways of using light energy at home and school; b) demonstrate correct ways of using light energy at home and school; c) use light energy sparingly and responsibly at home and school to conserve energy.	<ul style="list-style-type: none"> <li>Learners could be guided to discuss ways of saving light energy in the home and school.</li> <li>Learners could be guided to discuss ways of saving light energy.</li> <li>Learners could be guided to formulate rules on conserving light energy at home and school.</li> <li>Learners could colour designed stickers and display them. The stickers to contain messages on conserving light energy at home and school.</li> </ul>	How could we save light energy at home and school?
<b>Core Competences to be developed:</b> Communication and collaboration: displaying stickers on conserving energy. Critical thinking and problem solving: when develop rules on conserving light energy at home and school.				
<b>Digital literacy:</b> video clips.				
<b>Link to PCIs:</b> ESD: Environmental education; Social environment. <b>Life skills</b> – Responsibility.			<b>Link to values:</b> Responsibility in conserving light.	

<b>Links to other learning activity areas:</b> Movement and Creative Arts: designing stickers.	<b>Suggested Community Service Learning activity:</b> Learners to share information with parents or guardians on light saving and report back.
<b>Suggested non formal Activity to support learning through application:</b> Track the use of light energy at home or school to determine if there is a positive change towards conserving energy.	<b>Suggested assessment:</b> assessing the colouring of stickers.
<b>Suggested Resources:</b> Local environment, pictures, video clips, charts, electricity, realia	

### Assessment Rubric

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
Learner consistently and accurately demonstrates ways of saving light energy at home and school.	Learner accurately demonstrates ways of saving light energy at home and school.	Learner sometimes demonstrates saving of light energy at home and school.	Learner rarely demonstrates saving of light energy at home and school.

## **GRADE 2**

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.1 Weather</b> (15 Lessons) 1.1.1 Responding to different weather conditions	By the end of the sub-strand, the learner should be able to: a) describe different weather conditions; b) state ways of responding to different weather conditions; c) respond appropriately to different weather conditions to limit risks to self, others and the environment; d) appreciate differences in weather conditions.	<ul style="list-style-type: none"> <li>• Learners could be guide to observe and discuss prevailing weather conditions, as an outdoor activity.</li> <li>• Learners could be guided to pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy).</li> <li>• Using pictures, video clips (with caption or interpreter), learners could identify ways of responding to various weather conditions.</li> <li>• Learners could be guided to perform a skit on ways of responding to various weather conditions.</li> <li>• Learners could read or observe signed stories (LwD) or listen to stories (HoH) about responding appropriately to adverse weather conditions.</li> <li>• Learners could find out from parents, guardians or community members on how to respond to</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the different weather conditions?</li> <li>2. How could we respond to different weather conditions?</li> </ol>

			different weather conditions and report back.	
	1.1.2 Recording weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe weather conditions at different times of the day;</p> <p>b) draw weather symbols to represent different weather conditions;</p> <p>c) create a weather record using symbols for a period of one week;</p> <p>d) develop interest in recording weather conditions.</p>	<ul style="list-style-type: none"> <li>• Learners could observe the weather at different times of the day as an outdoor activity.</li> <li>• Learners could describe and discuss different weather conditions (sunny, windy, cloudy, calm, and rainy).</li> <li>• Learners could identify weather symbols from charts and other learning resources.</li> <li>• Learners could practice drawing weather symbols using free hand and electronic devices.</li> <li>• Learners could observe and record weather conditions of the day using symbols.</li> <li>• Learners could play relevant and educative computer games on weather conditions.</li> <li>• In groups, learners could observe and record weather conditions over a period of one week and share the chart with others.</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. What symbols are used to record different weather conditions?</li> <li>3. How could we record weather conditions?</li> </ol>
	1.1.3 Interpreting weather symbols	<p>By the end of the sub-strand, the learner should be able to:</p>	<ul style="list-style-type: none"> <li>• Learners could use weather charts to interpret different weather symbols.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could we use symbols to communicate weather messages</li> </ol>

		<p>a) Interpret different weather chart symbols to deduce correct meanings;</p> <p>b) communicate weather chart symbols accurately to peers;</p> <p>c) develop interest in interpreting and communicating weather using weather symbols.</p>	<ul style="list-style-type: none"> <li>• In pairs, learners could practice using weather symbols to interpret weather symbol.</li> <li>• In a class contest, learners could compete narrating weather occurrences for a past week weather chart recording.</li> <li>• Learners could gather more information on weather from parents or guardians.</li> </ul>	2. How could we communicate weather messages to others?
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity, critical thinking and problem solving, digital literacy.				
<b>Digital literacy:</b> video clips, photographs.				
<b>Link to PCIs:</b> ESD: Disaster Risk Reduction on weather calamities Service learning: parental engagement.			<b>Links to values:</b> Responsibility, unity and respect.	
<b>Links to other learning activity areas:</b> Religious Activities: Creation.			<b>Suggested Community Service Learning activities:</b> sourcing information on weather from parents or guardians.	
<b>Suggested non formal activity to support learning:</b> track and record weather in their diaries or journals.			<b>Suggested assessment:</b> Signed (LWD)/ or oral (HOH) questions, observations of the charts or weather messages, observation of participation in the contest.	
<b>Suggested Resources:</b> Video clips, pictures, weather charts, natural environment.				

### Assessment Rubric

Sub-strand	Exceeding expectation	Meeting expectation	Approaching expectations	Below expectations
<b>Responding to various weather conditions</b>	Learner appropriately and effectively describes and responds to various weather conditions.	Learner appropriately responds to weather conditions.	Learner occasionally responds to weather conditions.	Learner rarely responds to weather conditions.

<b>Recording weather</b>	Learner accurately and creatively draws symbols and records weather conditions.	Learner accurately draws symbols and records weather conditions.	Learner sometimes draws some symbols and records weather conditions.	Learner rarely draws symbols and records weather conditions.
<b>Interpreting weather symbols</b>	Learner consistently and correctly interprets weather symbols and suggests possible weather conditions for the day.	Learner correctly interprets weather symbols.	Learner sometimes interprets weather symbols.	Learner rarely interprets weather symbols.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question</b>
<b>1.0 Environment and its resources</b>	<b>1.2 Water</b> (10 Lessons) 1.2.1 Storing water.	By the end of the sub-strand, the learner should be able to: a) describe the importance of storing water at home and school; b) identify ways of storing water at home and school c) store water appropriately at home and school;  d) appreciate safe water storage to prevent health risks to self and others.	<ul style="list-style-type: none"> <li>• Learners could explore and observe various ways of storing water at home and in the school.</li> <li>• In groups, learners could share their experiences on why water is stored at homes and school.</li> <li>• In groups, learners could share their experiences on how water is stored at homes and school.</li> <li>• Learners could identify appropriate ways of storing water at home and school.</li> <li>• Learners could gather more information on ways of storing water in the community and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we store water at home and school?</li> <li>2. How could we store water at home and school?</li> </ol>

	1.2.2 Transporting Water	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify different ways of transporting water at home and school;</p> <p>b) demonstrate suitable ways of carrying small quantities of water at home and school;</p> <p>c) appreciate different means of transporting water at home and school.</p>	<ul style="list-style-type: none"> <li>• In groups, learners could share experiences on various ways in which water is transported at home and school.</li> <li>• Learners could identify ways of transporting water.</li> <li>• Learners could read watch signed (LWD) (HOH) or sign stories about transporting water.</li> <li>• Using age-appropriate containers, learners could carry and store water for personal use</li> <li>• Learners could find out how water is transported and stored.</li> </ul>	How is water transported at home and school?
<b>Core-competence to be development:</b> Communication and collaboration, critical thinking and problem solving, digital literacy.				
<b>Links to PCI's:</b> ESD: Personal safety in transporting water.			<b>Links values:</b> Responsibility	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition: use of clean water			<b>Suggested Community Service Learning activities:</b> Learners to find out from parents how they transport water.	
<b>Suggested non-formal activity to support learning:</b> Learners to be guided to carry and store water for their personal use using age-appropriate containers.			<b>Suggested assessment:</b> Signed (LWD)/ or oral (HOH) questions and observations on storing and transporting water.	
<b>Suggested Resources:</b> Water, water containers, video clips, pictures, local environment.				

## Assessment Rubric

<b>Sub- strands</b>	<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<b>Storing water</b>	Learner correctly and consistently describes importance and identifies suitable ways of storing water.	Learner correctly describes importance and identifies suitable ways of storing water.	Learner sometimes describes importance and identifies suitable ways of storing water.	Learner rarely describes importance and identifies suitable ways of storing water.
<b>Transporting water</b>	Learner appropriately and consistently transports water for personal use and utilizes the water sparingly.	Learner appropriately transports water for personal use.	Learner sometimes transports water for personal use.	Learner rarely transports water for personal use.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
<b>1.0 Environment and its resources</b>	<b>1.3 Soil</b> (15 Lessons)  1.3.1 Exploring soil	By the end of the sub-strand, the learner should be able to: a) model objects with different types of soil; b) determine the soil that makes long smooth ribbons; c) appreciate different types of soil in the immediate environment.	<ul style="list-style-type: none"> <li>• Learners could model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand).</li> <li>• In groups, learners could model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons.</li> <li>• Learners could observe how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from the different soil samples break up.</li> <li>• Learners could visit the nearby community to observe uses of different types of soils (sand for construction, clay for modeling, and loam for agriculture).</li> </ul>	<ol style="list-style-type: none"> <li>1. What items could we make with soil?</li> <li>2. Which type of soil make good ribbons?</li> </ol>
<b>Core-competence to be developed:</b> Creativity and imagination, communication and collaboration.				
<b>Links to PCIs:</b> ESD: Environmental awareness.			<b>Links to values:</b> Responsibility and unity when working with groups.	

<b>Links to other learning activity areas (s):</b> Movement and Creative Activities in making ribbons.	<b>Suggested community Service Learning activity:</b> Visiting community to observe uses of different types of soils.
<b>Non-formal activity to support learning:</b> Explore the school.neighbourhood to observe uses of different types of soils.	<b>Suggested assessment:</b> Signed (LWD)/ or oral (HOH) questions and observations.

### Suggested Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectations</b>	<b>Approaching expectations</b>	<b>Below expectations</b>
Learner creatively and consistently models different items using provided soil samples and associates the balls to characteristics of the various soil samples.	Learner models different items using provided soil samples.	Learner models some items using provided soil samples.	Learner rarely models items using provided soil samples.
<b>Suggested Resources:</b> Water, video clips, newspaper cuttings, flash cards, different types of soil.			

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>1.0 Environment and its resources</b>	<b>1. 4 Plants</b> (15 Lessons)  1.4.1 Exploring parts of plants	By the end of the sub-strand, the learner should be able to: a) identify parts of plants found in the immediate environment; b) draw different parts of a plant from the immediate environment; c) show interest in parts of a plant for learning and enjoyment.	<ul style="list-style-type: none"> <li>• During a nature walk, learners could explore different plants in the immediate environment.</li> <li>• Learners could observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants.</li> <li>• Learners could identify different parts of a plant.</li> <li>• In groups, learners could discuss parts of a plant.</li> </ul>	1. What are the different parts of a plant?

			<ul style="list-style-type: none"> <li>• Learners could draw or take photographs of parts of a plant.</li> <li>• Learners could be guided to display their work for further learning and peer- assessment.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration, imagination and creativity and learning to learn.				
<b>Digital literacy:</b> video clips				
<b>Link to PCIs:</b> ESD: Environmental awareness.			<b>Link to values:</b> Respect and unity.	

	<b>Link to other learning activity areas:</b> Religious Education: Appreciation of God’s creation.	<b>Suggested Community Service Learning activities:</b> Learners learn from peers about plants in different habitats.
	<b>Suggested non formal activity to support learning:</b> Through nature walk, learners are guided to observe plants in different habitats.	<b>Suggested assessments:</b> Observation, signed (LWD)/ or oral (HOH) questions.
<b>Suggested Resources:</b> Local environment, photographs, video clips, different plants		

### Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner consistently and correctly identifies and draws parts of plants found in the environment and so associates parts of the plants to their uses.	Learner correctly identifies and draws parts of plants found in the immediate environment.	Learner sometimes identifies and draws parts of plants found in the immediate environment.	Learner rarely identifies and draws parts of plants found in the immediate environment.

Strand	Sub- strand	Specific learning outcomes	Learning experiences	Key inquiry questions
<b>1.0 Environment and its resources</b>	<b>1.5 Animals</b> (10 Lessons)  1.5.1 Categorizing animals	By the end of the sub-strand, the learner should be able to: a) identify and sign animals in the immediate environment; b) categorize different animals in the environment; c) appreciate different animals in the environment.	<ul style="list-style-type: none"> <li>• During a nature walk, learners could observe and identify animals in the environment.</li> <li>• Learners could categorize animals using the provided criteria: (domestic/wild, harmful/non-harmful, large/small).</li> <li>• Learners could use papier mache, clay or plasticine to model different animals.</li> <li>• Learners could sing or sign song related to different animals.</li> </ul>	<ol style="list-style-type: none"> <li>1. What animals are found in the immediate environment?</li> <li>2. How could we categorize animals in the immediate environment?</li> </ol>
	<b>1.6 Safety when handling animals.</b>	By the end of the sub-strand, the learner should be able to: a) identify possible dangers when handling animals; b) practice safety measures when handling animals; c) appreciate importance of safety when dealing with animals to limit risk to self others and the animal.	<ul style="list-style-type: none"> <li>• Learners could share their experiences on handling animals.</li> <li>• Learners discuss possible dangers that may occur when handling animals.</li> <li>• Learners could watch video clips, pictures or photographs of safe handling of animals.</li> <li>• Learners could observe a demonstration from a guest speaker on safety when handling of animals.</li> <li>• Learners could practice /simulate safe ways of handling</li> </ul>	How could we protect ourselves from being harmed when handling animals?

			animals to avoid injuries or harm to self others and the animal.	
<b>Core Competence to be developed:</b> Communication and collaboration, critical thinking and problem solving, Digital literacy.				
<b>Digital literacy:</b> video clips, photographs.				
<b>Link to PCIs:</b> ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety. Citizenship: Social cohesion.			<b>Link to values:</b> Responsibility. Care for animals Unity: Working in groups.	
<b>Link to other learning activity areas:</b> Religious Education: Respect for God’s creation.			<b>Suggested Community Service Learning:</b> Guest speaker to discuss animal welfare.	
<b>Non-non formal activity to support learning:</b> Organize an essay inter class competition on handling animals.			<b>Suggested Assessment:</b> Signed observation and peer assessment on the essays .	
<b>Suggested Resources:</b> Video clips, photographs, picture cut outs, real animals (cattle, poultry, rabbits, goats, sheep).				

<b>Sub-strands</b>	<b>Exceeding expectation</b>	<b>Meeting expectations</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<b>Categorizing animals.</b>	Learner consistently and correctly categorizes animals in the environment.	Learner correctly categorizes animals in the environment.	Learner sometimes categorizes animals in the environment.	Learner rarely categorizes animals in the environment.
<b>Safety in animal handling.</b>	Learner consistently and correctly observes safety when handling animals.	Learner correctly observes safety when handling animals.	Learner sometimes observes safety when handling animals.	Learner rarely observes safety when handling animals.

Strand	Sub-Strand	Learning Outcomes	Suggested learning experience	Key inquiry question(s)
<b>1.0 Environment and its resources.</b>	<b>1.7 Energy: Light</b> (10Lessons) 1.7.1 Sources of light.	By the end of the sub-strand, the learner should be able to: a) identify different sources of light in the environment; b) produce light using different source for enjoyment; c) develop interest in different sources of light energy.	<ul style="list-style-type: none"> <li>• Learners could identify and sign sources of light.</li> <li>• Using relevant pictures and realia, learners could identify sources of light energy(sun, stars, oil lamps, candles, fire flies, electric bulb, torch and fire).</li> <li>• In groups, learners could discuss different sources of light used in the home.</li> <li>• Learners could produce light using different sources. In this activity, teacher to guide and ensure safety.</li> </ul>	What are the sources of light?
	1.7.2 Forming shadows in light	By the end of the sub-strand, the learner should be able to: a) explain how shadows are formed in presence of light;	<ul style="list-style-type: none"> <li>• Learners could observe different shadows formed by different</li> </ul>	1. How are shadows formed?

		<p>b) manipulate objects to form shadows in presence of lights for enjoyment;</p> <p>c) categorize objects into those that can form shadows and those that cannot in presence of light.</p>	<p>objects in the school environment.</p> <ul style="list-style-type: none"> <li>• Learners could manipulate different objects to identify shadows of different shapes and sizes.</li> <li>• In groups, learners could play with objects in presence of light to form shadows.</li> <li>• Learners could use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). Categorize object that form shadows and those that do not.</li> </ul>	<p>2. What objects form shadows?</p>
	<p>1.7.3Precautions when using light energy.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Identify practices in which light energy could harm eyes;</p>	<ul style="list-style-type: none"> <li>• Learners could identify practices that in which light energy could harm the</li> </ul>	<p>1. How could light energy harm us?</p>

		<p>b) take safety measure against harmful light energy to reduce risk to self and others;</p> <p>c) appreciate safety precautions when using light energy.</p>	<p>eyes(reading in dim light, looking directly at bright light with bare eyes, long exposure to bright light from electronic devices).</p> <ul style="list-style-type: none"> <li>• In groups, learners could discuss safety precautions in protecting self and others from harmful light energy.</li> <li>• Learners could create posters on awareness of harmful effects of light energy.</li> <li>• Learners could share posters on harmful effects of light and safety precautions.</li> </ul>	<p>2. How could we protect ourselves from harmful light energy?</p>
<p><b>Core Competence to be developed:</b> Communication and collaboration, critical thinking and problem solving. Digital literacy</p>				
<p><b>Digital literacy:</b> electronic devices; video players, laptops, mobile phones.</p>				
<p><b>Link to PCIs:</b> ESD: Disaster Risk Reduction: safety and security</p>			<p><b>Link to values:</b> Responsibility, unity in group work.</p>	

<b>Link to other learning activity areas:</b> Languages: Creating safety precaution messages against light energy.	<b>Suggested Community Service Learning activities:</b> invite a resource person to discuss about various sources of light energy and applicable safety precaution when using light energy.
<b>Suggested non normal activity to support learning:</b> create and share a safety precaution message against bright light.	<b>Suggested assessment:</b> Signed (LWD)/ or oral (HOH) question and observation.
<b>Suggested Resources:</b> Video clips, computers, mobile phone, candles, match box, natural environment, electricity, torch, bulbs, wires, dry cells.	

### Assessment Rubric

Sub-strand	Exceeding expectations	Meeting expectations	Approaching expectations	Below expectations
<b>Sources of light</b>	Learner consistently and correctly identifies sources of light and uses them objects to produce light.	Learner correctly identifies sources of light and uses them to produce light.	Learner sometimes identifies sources of light and uses them to produce light.	Learner rarely identifies sources of light and uses them to produce light.
<b>Forming shadows</b>	Learner consistently and correctly explains how shadows are formed, manipulates and categorizes objects to form shadows.	Learner correctly explains how shadows are formed, manipulates and categorizes objects to form shadows.	Learner sometimes explains how shadows are formed, manipulates and categorizes objects to form shadows.	Learner rarely explains how shadows are formed, manipulates and categorizes objects to form shadows.

<b>Precautions when using light Energy</b>	Learner consistently and correctly states practices, takes safety precautions and develops precautionary posters against harmful light energy.	Learner correctly states practices, takes safety precautions and develops precautionary posters against light harmful energy.	Learner sometimes states some practices, takes safety precautions and develops precautionary posters against harmful light energy.	Learner rarely states practices, takes safety precautions or develops precautionary posters against harmful light energy.
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<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry questions</b>
<b>2.0 Social environment.</b>	<b>2.1 School environment and its neighbourhood.</b> (20 Lessons) 2.1.1 Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) describe the main features between home and school; b) locate places using main features between home and school; c) appreciate the significance of locating places using features found between home and school.	<ul style="list-style-type: none"> <li>• Learners could discuss the main features between homes and school (physical and build-up features such as rivers, hill, valleys, forest, bridges, road, railway line, buildings).</li> <li>• During nature walk, learners could identify the main features between their homes and school.</li> <li>• Learners could locate main features between their homes and school (relative location).</li> <li>• Learners could play games on locating main features between their homes and school.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the main features between your home and school?</li> <li>2. How could you locate a place using main features?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners could practice locating places using teacher made sketch maps.</li> </ul>	
<b>Core-competence to be development:</b> Communication and collaboration as they take nature walk, critical thinking and problem solving in locating places, digital literacy.				
<b>Links to PCIs: ESD:</b> Environmental Education			<b>Links to values:</b> Unity: working in groups.	
<b>Links to other learning activity areas (s):</b> Languages: Signing features.			<b>Suggested community Service Learning activities:</b> Learners to find out more about main features between home and school other learners	
<b>Suggested non-formal activity to support learning through application:</b> Nature walk to familiarize with the surroundings.			<b>Suggested assessment:</b> Signed (LWD)/ or oral (HOH) questions, observation, project work on modeling main features.	
<b>Suggested Resources:</b> Video clips, pictures, manila paper cut-outs, real features				

### Assessment Rubric

<b>Exceeding expectations</b>		<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner consistently and correctly identifies features, locates places using the main features between home and school and is able to give relative direction using the features.		Learner correctly identifies features, locates places using the main features between home and school and is able to give relative direction using the features.	Learner sometimes identifies features, locates places using the main features between home and school and is able to give relative direction using the features.	Learner rarely identifies features, locate places using the main features between homes and school or give relative direction using the features.
<b>Strand</b>	<b>Sub- strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry questions</b>
<b>2.0 Social Environment</b>	2.1.2 Keeping the school environment clean	By the end of the sub-strand, the learner should be able to: a) state ways of keeping the school environment clean;		

		<p>b) describe the importance of a clean school environment;</p> <p>c) participate in keeping the school environment clean;</p> <p>d) appreciate a clean school environment for health and safety.</p>	<ul style="list-style-type: none"> <li>• Learners could discuss what makes the school environment dirty.</li> <li>• Learners could discuss ways of keeping the school environment clean.</li> <li>• In groups learners could discuss importance of keeping the school environment clean.</li> <li>• Learners could practice keeping the school environment clean</li> <li>• Learners could sign or recite poem/and sign or sing songs about a clean school environment.</li> <li>• Learners could plan for future school clean-up activities.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could we keep the school environment clean?</li> <li>2. Why should we keep the school environment clean?</li> </ol>
	2.1.3 Keeping Safe and Secure in School	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify possible dangers in the school;</p> <p>b) suggest ways of keeping safe and secure in school;</p> <p>c) develop habits that will keep one safe and secure in school.</p>	<ul style="list-style-type: none"> <li>• Learners could walk around the school compound to identify what could expose them to danger in the school.</li> <li>• In groups, learners could identify possible dangers in the school (by drawing or writing).</li> <li>• Learners could identify how to keep safe and secure in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the possible dangers in the school?</li> <li>2. How could we keep safe and secure in school?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners could discuss ways of keeping safe and secure in school.</li> <li>• Learners could observe demonstrations and participate in discussions on how to keep safe and secure in school from a resource person.</li> <li>• Learners could develop rules on keeping safe and secure in the school.</li> <li>• Learners could find out more on keeping safe and secure in school from parents and guardians.</li> </ul>	
<b>Core-competence to be developed:</b> Citizenship, Critical thinking and Problem solving ,digital literacy				
<b>Links to PCI's:</b> ESD: Environmental Education, disaster risk reduction Citizenship: Participating in school clean ups			<b>Links to values:</b> Responsibility and unity as they work in groups.	
<b>Links to other learning activity areas:</b> Hygiene and Nutrition and Religious Education Activities: keeping the environment clean			<b>Suggested Community Service Learning:</b> find out from parents or guardians how to keep safe in school.	
<b>Non-formal activity to support:</b> Learners participate in school environmental audit specifically on cleanliness, safety and security			<b>Suggested assessment:</b> Signed questions observation	
<b>Suggested Resources:</b> pictures, gloves, brooms, mops/dusters, water and detergents.				

## Assessment Rubric

Sub- strand	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<b>Keeping school environment clean</b>	Learner consistently and correctly describes importance of keeping school environment clean, actively participates in keeping the environment clean.	Learner correctly describes importance of keeping school environment clean, actively participates in keeping the environment clean.	Learner sometimes describes importance of keeping school environment clean, actively participates in keeping the environment clean.	Learner rarely describes importance of keeping school environment clean, actively participates in keeping the environment clean.
<b>Keeping safe and secure in school</b>	Learner consistently and correctly identifies areas of danger, suggests safety activities and develops safe habits.	Learner correctly identifies areas of danger, suggests safety activities and develops safe habits.	Learner sometimes identifies some areas of danger, suggests some safety activities and may develop safe habits.	Learner rarely identifies some areas of danger and may suggest some safety activities.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
<b>2.0 Social environment</b>	2.1.4 The National flag of Kenya	By the end of the sub-strand, the learner should be able to: a) identify and sign colours of the Kenya National flag as a National symbol; b) demonstrate respect for the Kenya national flag as a National symbol; c) appreciate the National flag as a national symbol for National unity.	<ul style="list-style-type: none"> <li>Using the Kenya National flag, learners could identify and sign its colours.</li> <li>Learners could observe and describe the expected behaviour (stand at attention and show respect) when raising and lowering the National Flag.</li> </ul>	<ol style="list-style-type: none"> <li>What are the colours of the Kenya National flag?</li> <li>How do we demonstrate</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners could draw and colour the National Flag.</li> <li>• Learners could find out from parents or guardians the importance of the National flag of Kenya.</li> </ul>	respect for the Kenya National flag?
	2.1.5 The National Anthem of Kenya	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify school occasions when the Kenya National Anthem is sung;</p> <p>b) practice etiquette when singing the Kenya National Anthem;</p> <p>c) appreciate the importance of National Anthem as a symbol of unity.</p>	<ul style="list-style-type: none"> <li>• In groups, learners could sign the National Anthem.</li> <li>• Learners could demonstrate the expected conduct when singing the Kenya National Anthem.</li> <li>• Learners could identify occasions when the Kenya National Anthem is sung.</li> <li>• Learners could find out from parents or guardians on the importance of National Anthem of Kenya.</li> </ul>	On what occasions do we sing the Kenya National Anthem?
<b>Core-competence to be development:</b> Citizenship: appreciating the National flag and the National anthem. Digital literacy: use of audio devices.				
<b>Links to PCIs:</b> Citizenship: patriotism and social cohesion when singing the National Anthem.			<b>Links to values:</b> Respect, unity and patriotism.	
<b>Links to other learning activity areas (s):</b> Languages, Movement and Creative activities.			<b>Suggested community Service Learning:</b> Finding out from parents or guardians on the importance of National flag.	
<b>Suggested non-formal activity to support learning:</b> Interacting with members of the scouting movement to find out more about the National flag and the National anthem.			<b>Suggested assessment:</b> Observation and signed questions.	
<b>Suggested Resources:</b> The Kenyan flag, pictures, colours, photographs, drawing books, paints, and brushes.				

## Assessment Rubric

<b>Sub-Strand</b>	<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
<b>The Kenya National flag</b>	Learner consistently and correctly states colours, show respect and appreciates the flag as a National symbol.	Learner correctly states colours, show respect and appreciates the flag as a National symbol.	Learner sometimes states colours, show respect and appreciates the flag as a National symbol.	Learner rarely states colours, show respect or appreciates the flag as a National symbol.
<b>The Kenya National anthem</b>	Learner consistently and Learner correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Learner correctly identifies Learner occasions when the National Anthem and demonstrate etiquette when singing it.	Learner sometimes identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Learner rarely identifies occasions when the National Anthem and demonstrate etiquette when singing it.

<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>2.0 Social environment</b>	2.1.6 Child Rights and responsibilities	By the end of the sub-strand, the learner should be able to: a) describe Child Rights and responsibilities in the school; b) describe responsibilities of a child in school; c) demonstrate responsibilities of a child in school; d) appreciate child rights and responsibilities for attainment of social justice.	<ul style="list-style-type: none"> <li>• Learners could identify Child Rights and responsibilities using age appropriate stories (parental care, health care, protection from exploitation and cruelty).</li> <li>• Learners could discuss some of the responsibilities of children in school.</li> <li>• In pairs, learners could simulate responsibilities of children in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the basic Child Rights?</li> <li>2. What are the responsibilities of a child in school?</li> </ol>
	2.1.7 School rules	By the end of the sub-strand, the learner should be able to: a) state the rules that guide conduct in school; b) state the importance of school rules; c) participate in making school rules; d) appreciate the importance of obeying school rules for harmonious living.	<ul style="list-style-type: none"> <li>• Learners could discuss the importance of school rules.</li> <li>• Learners to participate in making school rules.</li> <li>• Learners could share their experiences on what happens when school rules not observed.</li> <li>• Learners could be guided to debate on importance of school rules and develop a poster for the school rules.</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the school rules?</li> <li>2. What is the importance of school rules?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners could share the school rules are with their parents and guardians.</li> </ul>	
<b>Core-competence to be development:</b> Citizenship: developing school rules; communication and collaboration as they debate.				
Links to PCIs: Citizenship: qualities of a good citizen.			<b>Links to values:</b> Responsibility, peace and social justice.	
<b>Links to other learning activity areas (s):</b> Religious Education activities, languages. on making and obeying school rules.			<b>Suggested community Service Learning activity:</b> Learners to share the school rules with their parents and guardians.	
<b>Non-formal activity to support learning:</b> Displaying children’s rights, school rules at strategic points in school.			<b>Suggested assessment:</b> Signed questions, observation.	
<b>Suggested Resources:</b> Internet, resource persons, video, pictures, ruler, manila paper, charts, notice board				

### Assessment Rubric

<b>Sub- strand</b>	<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
<b>Children’s Rights and responsibilities</b>	Consistently and correctly describes and exercises rights, identifies and carries acts responsibly.	Correctly describes and exercises rights, identifies and carries acts responsibly.	Sometimes describes and exercises rights, identifies and carries acts responsibly.	Rarely describe and exercises rights, identifies and carries acts responsibly.
<b>School Rules</b>	Consistently and correctly describes importance of rules. Actively participates in making and observing the rules.	Correctly describes importance of rules. Actively participates in making and observing the rules.	Sometimes describes importance of rules and participates in making and observing the rules.	Rarely describes importance of rules or participates in making and observing the rules.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
<b>2.0 Social environment</b>	<b>2.1.8</b> Class Leadership	By the end of the sub-strand, the learner should be able to: a) describe a good class leader; b) describe the work of a good class leader; c) appreciate class leadership for harmonious living.	<ul style="list-style-type: none"> <li>• Learners to observe a signed narrative of inspirational stories of child leaders, heroes or heroines on videos</li> <li>• Learners to discuss “who is a good class leader”?</li> <li>• Learners to discuss work of a good class leader</li> <li>• Learners to find out from parents or guardians the good leaders in the community and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is a good class leader?</li> <li>2. What is the work of a class leader?</li> </ol>
	2.1.9 Members of the school community	By the end of the sub-strand, the learner should be able to: a) identify members of the school community; b) describe the importance of the school community; c) work together with other members of the school community; d) appreciate working together with the school community for sustainable interactions.	<ul style="list-style-type: none"> <li>• In groups, learners to identify the members of the school community(Head teacher, teachers, non-teaching staff and learners)</li> <li>• Learners to describe the general importance of members of the school community</li> <li>• Learners to discuss their roles as members of the school community</li> </ul>	<ol style="list-style-type: none"> <li>1. Who are the members of the school community?</li> <li>2. What is the importance of the school community?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners to skit different work of members of the school community.</li> </ul>	
<b>Core-competence to be development:</b> Citizenship: Leadership and good governance. Communication and collaboration in the skit play, digital literacy				
<b>Links to PCI:</b> Citizenship: Leadership and good governance and inclusivity			<b>Links to values:</b> Responsibility, honesty, integrity, decision making.	
<b>Links to other learning activity areas (s):</b> Languages, Religious Education			<b>Suggested community Service Learning activities:</b> Learners find out from parents or guardians about the school community.	
<b>Suggested non-formal activity to support learning:</b> open day event to bring the school community together.			<b>Suggested assessment:</b> Signed questions and observations.	
<b>Suggested Resources:</b> Video, clips, pictures charts				

### Assessment Rubric

Sub-strands	Exceeding expectations	Meeting expectation	Approaching expectation	Below expectation
<b>Class leadership</b>	Consistently and correctly identifies good class leader and the work of the leader.	Correctly identifies good class leader and the work of the leader.	Sometimes identifies good class leader and the work of the leader.	Rarely identifies good class leader or the work of the leader.
<b>The school community</b>	Consistently and correctly identifies the members and describes the importance of and works in the school community.	Correctly identifies the members and describes the importance of and works in the school community.	Sometimes identifies the members and describes the importance of and works in the school community.	Rarely identifies the members and describes the importance of and works in the school community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects</b> (30 Lessons) 2.2.1 Exploring the environment for appropriate income generating activity.	By the end of the sub-strand, the learner should be able to: a) identify viable income generating activities that could be carried out by the class within the school environment; b) analyze income generating activities within the school environment; c) determine a workable income generating activity for their class; d) develop interest in income generate activities within the school environment.	<ul style="list-style-type: none"> <li>• In groups, learners to suggest income generating activities the class could carry out within the school</li> <li>• Learners explore and analyze possible income generating activity for the class</li> <li>• In a class discussion, learners to select a workable income generating activity that they could be undertaken at school(activity selected should promote conservation of the environment) level</li> <li>• Learners to present selected enterprise</li> <li>• Learners to find out from guardians or parents on income generating activities at home and report back.</li> </ul>	What activity could we undertake to generate income for our class?
	2.2.2 Initiating a class income generating project	By the end of the sub-strand, the learner should be able to: a) Plan for an income generating activity for the class;	<ul style="list-style-type: none"> <li>• In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class in</li> </ul>	1. How could we plan for an

		b) participate in initiating an income generating activity for the class; c) manage income generating activity for the class; d) appreciate individual efforts in the success of a group activity.	school (duties, resources required and time for the activity) <ul style="list-style-type: none"> <li>• Learners to share responsibilities and be guided to carry them out respectively in initiating the selected project</li> <li>• Learners to be guided to carry out responsibilities as according to the plan.</li> </ul>	income generating activity? 2. How do we manage the income generating activity?
<b>Core-competence to be developed:</b> Critical thinking and problem solving, collaboration and communication, self-efficacy.				
<b>Links to PCIs:</b> ESD: Financial literacy: Income generating projects; Environmental education.			<b>Links to values:</b> Integrity, teamwork, responsibility, social equity.	
<b>Links to other learning activity areas (s):</b> Mathematical activities-Money			<b>Suggested Community Service Learning activity:</b> find out from guardians/parents about income generating activities at home.	
<b>Suggested non-formal activity to support learning:</b> presenting to the school selected income generating activity for the class.			<b>Suggested assessment:</b> Signed questions, observation and project.	
<b>Suggested Resources:</b> Video clips, newspaper cuttings, business magazines, project inputs, class shop model.				

## Assessment Rubric

<b>Sub-strand</b>	<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
<b>Exploring the environment for appropriate income generating activities.</b>	Correctly and consistently identifies, analyzes and determines a workable income generating activity for the class.	Correctly identifies, analyzes and determines a workable income generating activity for the class.	Sometimes identifies, analyzes and determines a workable income generating activity for the class.	Rarely identifies, analyzes or determines a workable income generating activity for the class.
<b>Initiating a class income generating project</b>	Correctly and consistently plans, starts and manages an income generating project for the class.	Correctly plans, starts and manages an income generating project for the class.	Sometimes plans, starts and manages an income generating project for the class.	Rarely plans, starts and manages an income generating project for the class.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 Care for the environment</b>	<b>3.1 Caring for plants</b> (5 Lessons) 3.1.1. Communicating plant protection messages	By the end of the sub-strand, the learner should be able to: a) identify appropriate messages on plant protection in school; b) create appropriate plant protection messages to promote conservation; c) appreciate plant protection for environmental sustainability.	<ul style="list-style-type: none"> <li>• Learners observe pictures, photographs, and video clips of areas where plants have been destroyed.</li> <li>• In groups, learners discuss messages on plant protection</li> <li>• Learners display and peers assess the plant protection messages developed</li> <li>• In groups, learners create plant protection messages using hand scripts, electronic and print resources</li> <li>• Learners share selected plant protection messages with the school community</li> </ul>	What messages could be used to communicate plant protection?

			<ul style="list-style-type: none"> <li>Learners sign verses and songs on plant protection.</li> </ul>	
<b>Core Competences to be developed:</b> Communication and collaboration: creating plant protection messages, signing poems; Learning to learn: gathering information on plant protection, Digital literacy: developing electronic messages.				
<b>Link to PCIs:</b> Learner support programme: mentorship and peer education		<b>Links to values:</b> Unity, responsibility and respect for others		
<b>Links to other learning activity areas:</b> Languages -Imagination and creativity: Creating plant protection messages		<b>Suggested Community Service Learning activities:</b> Communicating plant protection messages to the community in various forums.		
<b>Suggested non formal activity to support learning:</b> Display plant protection messages to the school community.		<b>Suggested assessments:</b> Signed questions, observation and project		
<b>Suggested Resources:</b> Local environment, poem extracts, posters, photographs, pictures, video clips.				

#### Assessment Rubric

Exceeding expectations	Meeting expectation	Approaching Expectation	Below expectation
Creatively and consistently develops appropriate plant protection messages and promotes plant protection.	Correctively develops appropriate plant protection messages and promotes plant protection.	Sometimes develops some plant protection messages and promotes plant protection.	Rarely develops plant protection messages or promotes plant protection.

Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.2 Caring for Animals</b> (5 Lessons)  3.2.1 Keeping animal shelters clean and secure	By the end of the sub-strand, the learner should be able to: a) state ways of keeping animal shelters clean and secure at home and school; b) participate in keeping animal shelters clean	<ul style="list-style-type: none"> <li>Learners to observe various animal shelters being cleaned (dog's kennel, rabbit hutch and cow shed).</li> <li>Learners to take photos at home of clean and secure</li> </ul>	1. How could we keep an animal shelter clean?

		<p>and secure at home and school;</p> <p>c) suggest ways of making animal shelters secure and clean at home and school;</p> <p>d) appreciate clean and secure animal shelters to reduce risks to the animals.</p>	<p>animal shelters and share with others.</p> <ul style="list-style-type: none"> <li>• In groups, learners to discuss ways of keeping animal shelters clean and secure</li> <li>• In groups, learners to be guided to participate in keeping animal shelters clean and secure at home or in school</li> <li>• In groups, learners discuss how to make animals shelter secure and clean</li> <li>• Learners sign stories about clean and secure animal shelters.</li> </ul>	<p>2. How could we make an animal shelter secure?</p>
<p><b>Core-competence to be development:</b> Communication and collaboration : sharing experiences in groups, critical thinking and problem solving; Digital literacy: Taking photographs.</p>				
<p><b>Links to PCIs: ESD:</b> animal welfare: keeping animals clean and secure safety for animals, kindness to animals.</p>			<p><b>Links to values:</b> Responsibility, keeping animal shelter clean and secure.</p>	
<p><b>Links to other learning activity areas (s):</b> Religious Education activities: God’s creation</p>			<p><b>Suggested community Service Learning activity:</b> Learners to visit a nearby farm and observe animal’s shelters.</p>	
<p><b>Suggested non-formal activity to support learning:</b> Organize inter-class verse completion on clean and secure animal shelters.</p>			<p><b>Suggested assessment:</b> Observation, signed question.</p>	
<p><b>Suggested Resources:</b> Pictures of animal shelters, computer (video clips) real animal shelters, photographs, drawings</p>				

## Assessment Rubric

<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Consistently and correctly states ways and participates in making animal shelter clean secure.	Correctly states ways and participates in making animal shelter clean secure.	Sometimes states ways and participates in making animal shelter clean secure.	Rarely states ways or participates in making animal shelter clean secure.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 Care for the environment</b>	<b>3.3 Managing waste</b> (5 Lessons)  3.3.1 Types of waste in the school	By the end of the sub-strand, the learner should be able to: a) identify types of waste in the school environment; b) sort out different types of waste for safe disposal in the school environment; c) appreciate a clean school environment for health and safety.	<ul style="list-style-type: none"> <li>• In groups, learners to identify different types of waste in school environment</li> <li>• In groups or pairs, learners to share their experiences on different types of waste in school</li> <li>• In groups, learners sort out waste of different nature such as separating decomposable wastes from plastic, metallic and glass waste and placing them in different containers for appropriate disposal.</li> </ul>	What types of waste is found in our school environment?
	3.3.2 Safety in handling waste in school	By the end of the sub-strand, the learner should be able to: a) identify dangers when handling waste in school;	<ul style="list-style-type: none"> <li>• Identify dangers when handling wastes in school.</li> </ul>	1. What dangers are we likely to face when handling

	<p>b) practice safety measures when handling wastes in school;</p> <p>c) communicate safety measures when handling waste in school;</p> <p>d) appreciate the need of safety in handling waste in school to limit risks to self, others and the environment.</p>	<ul style="list-style-type: none"> <li>• Learners to outline safety measures in handling waste in school.</li> <li>• Learners observe a resource person talking on dangers and safety measures when handling wastes in school.</li> <li>• Learners simulate safety measures when handling waste in school.</li> <li>• Learners to participate in activities that promote safe disposal of waste in school. Activities to include promoting knowledge and passing messages to the school community.</li> </ul>	<p>different types of waste in school?</p> <p>2. How should we safely handle different types of waste in school?</p>
<p><b>Core Competences to be developed:</b> Communication and collaboration: promoting safety measures through messages; Digital literacy: use of multimedia resources.</p>			
<p><b>Link to PCIs: ESD:</b> Environmental Education: managing waste responsibly, safety and security, practice safety measures in handling waste in school.</p>		<p><b>Links to values:</b> Respect and unity: working in groups and pairs</p>	
<p><b>Links to other learning activity areas:</b> Languages, Hygiene and Nutrition</p>		<p><b>Suggested Community Service Learning activity:</b> Inviting a resource person to share on waste management.</p>	
<p><b>Suggested non formal activity to support learning:</b> Participating in safe disposal of waste in school.</p>		<p><b>Suggested assessment:</b> Signed questions and observation.</p>	
<p><b>Suggested Resources:</b> Local environment, photographs, video clips, waste handling safety equipment (wheelbarrows, shovels etc)</p>			

**Assessment Rubric**

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Consistently and correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Sometimes identifies waste and dangers; safely sorts waste for appropriate disposal and promotes safety in waste disposal at school.	Rarely identifies waste or dangers; safely sorts waste for appropriate disposal or promotes safety in waste disposal at school.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
<b>3.0 Caring for the environment</b>	<b>3.5 Caring for water</b> (5 Lessons)  3.5.1 Storing water safely	By the end of the sub-strand, the learner should be able to: a) state the importance of keeping water safe for human and animal use at home and school; b) participate in storing water safe at home and school; c) appreciate importance storing stored water safe for human and animal use.	<ul style="list-style-type: none"> <li>• Learners to take an excursion around the neighbourhood to identify safely stored or unsafely stored water. Then discuss the importance of keeping water safe.</li> <li>• In groups, learners share experiences on what makes water unsafe at home and school</li> <li>• Learners identify ways of storing water safely.</li> <li>• Learners observe demonstrations on methods of storing water safe at home and in school.</li> </ul>	How could we keep stored water safe?
	3.5.2 Re-using water	By the end of the sub-strand, the learner should be able to: a) suggest how water could be re-used at home and school; b) participate in re-using water to reduce wastage at home and school; c) appreciate re-using of water as way of conserving it.	<ul style="list-style-type: none"> <li>• In groups, learners discuss how water could be re-used at home and school.</li> <li>• Learners to observe various ways of re-using water.</li> <li>• Learners to visit the community to find out how water is re-used to reduce wastage.</li> <li>• Learners to suggest how they could participate in re-using water to reduce wastage at home and school.</li> </ul>	How could we re-use water at home and school?
<p><b>Core-competence to be development:</b> Communication and collaboration: Groups sharing experiences, critical thinking and problem solving: water conservation. Digital Literacy: Watching video clips</p>				

<b>Links to PCIs:</b> ESD: Environmental conservation, caring for water.	<b>Links to values:</b> Responsibility in keeping water safe
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition: waste management	<b>Suggested community Service Learning activity:</b> Excursion to the school neighbourhood to interact with the community to find out how they store water.
<b>Suggested non-formal activity to support learning:</b> Organize a clean and safe storage of water week to enrich learners experience.	<b>Suggested assessment:</b> Signed questions and observation. Filling in a teacher made activity sheet on caring for water.
<b>Suggested Resources:</b> Water storage facilities, water, video clips, pictures, photographs, neighbourhood, charts, water filters, funnels	

### Suggested Assessment Rubrics

Sub-strand	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<b>Keeping stored water safe</b>	Consistently and correctly states the importance of storing water safely and participate in storing the water.	Correctly states the importance of storing water safely and participate in storing the water.	Sometimes state the importance of storing water safely and participate in storing the water.	Rarely states importance of storing water and participate in storing water safe with assistance.
<b>Re-using water to control wastage.</b>	Consistently and correctly suggests how water is re-used and participates in re-using water to control wastage.	Correctly suggests how water is re-used and participates in re-using water to control wastage.	Sometimes correctly suggests how water is reused and participates in re-using water to control wastage.	Rarely suggests how water is re-used or participates in re-using water to control wastage with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.5.3 Conservation of Energy</b> (5 Lessons) 3.5.3.1 Communicating energy	By the end of the sub-strand, the learner should be able to: a) identify appropriate messages on energy conservation;	<ul style="list-style-type: none"> <li>Learners discuss reasons for conserving energy</li> </ul>	What messages could be used

	conservation messages.	b) develop energy conservation messages to promote awareness in school and home; c) display energy conservation messages to create awareness in school; d) demonstrate interest in energy conservation for conservation for improvement and protection of the environment.	<ul style="list-style-type: none"> <li>• Learners identify simple messages on conserving energy</li> <li>• In pairs, learners to develop simple persuasive energy conservation messages</li> <li>• Learners display and peer assesses the energy conservation messages.</li> <li>• In groups, learners are guided to 'read aloud' the energy conservation messages they developed.</li> </ul>	to communicate conservation of energy?
<b>Core Competences to be developed:</b> Communication and collaboration: Creating energy conservation messages. <ul style="list-style-type: none"> <li>• Imagination and creativity: Creating energy conservation messages. Learning to learn: gathering information on energy conservation messages.</li> <li>• Self efficacy: show casing their messages.</li> </ul>				
<b>Link to PCIs: ESD:</b> Environmental Education: passing information on conservation			<b>Links to values:</b> Responsibility and unity: cooperation in creating messages.	
<b>Links to other learning activity areas:</b> Languages; Movement and Creative activities. Creating energy conservation messages and reciting a poem			<b>Suggested Community Service Learning activity:</b> Communicating energy conservation messages to the community.	
<b>Suggested non formal activity to support learning:</b> Hold inter-class display on energy conservation messages			<b>Suggested assessment:</b> Observation, signed question and project on developing messages.	
<b>Suggested Resources:</b> Local environment, poem extracts, posters, video clips, photographs, charts.				

### Assessment Rubric

Exceeding expectations	Meeting expectation	Approaching Expectation	Below expectation
Consistently and correctly identifies, develops and displays energy conservation messages.	Correctly identifies, develops and displays energy conservation messages.	Sometimes identifies, develops and displays some energy conservation messages.	Rarely identifies, develops or displays energy conservation messages.

## **GRADE 3**

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.1 Weather</b> (5 Lessons) 1.1.1 Exploring unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions; b) observe the effects of unfavourable weather conditions for safety; c) develop curiosity in identifying effects of weather conditions in the environment.	<ul style="list-style-type: none"> <li>• Learners could discuss the meaning of unfavourable weather conditions (<i>floods and drought</i>)</li> <li>• Learners could play relevant educative games on multimedia resources on effects of unfavourable weather conditions.</li> <li>• In groups, learners could share their experiences on effects of unfavourable weather conditions.</li> <li>• Learners could simulate unfavourable weather conditions and the effects.</li> <li>• Learners could observe/listen to signed/narrated stories on unfavourable weather conditions and its effects from elders in the community.</li> </ul>	<ol style="list-style-type: none"> <li>1. How could weather conditions be unfavourable?</li> <li>2. What happens when the weather conditions become unfavourable?</li> </ol>
	1.1.2 Keeping safe from unfavourable weather conditions	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe from unfavourable weather conditions; b) keep safe from unfavourable weather conditions; c) demonstrate knowledge of keeping safe from unfavourable weather condition.	<ul style="list-style-type: none"> <li>• Learners could be guided to identify ways of keeping safe from unfavourable weather conditions (floods, drought)</li> <li>• In groups, learners could share experiences on how to keep safe from unfavourable weather conditions</li> <li>• Learners could simulate how to keep safe from unfavourable weather conditions</li> <li>• Learners could gather information from parents or guardians on how to keep safe</li> </ul>	How could we keep safe from unfavourable weather conditions?

			during unfavourable weather conditions and report back.	
<b>Core Competences to be developed:</b> Communication and collaboration – when discussing weather conditions and how to keep safe, critical thinking and problem solving – when identifying/inquiring about ways of keeping safe from adverse weather conditions				
<b>Digital Literacy:</b> watching simulations of different water conditions and their possible effects.				
<b>Link to PCIs:</b> ESD: Environmental Education- effects of unfavourable weather; Disaster Risk Reduction-concern on effects of unfavourable weather <b>Citizenship:</b> Social Cohesion: Learners share experiences			<b>Links to values:</b> Responsibility; respect-learners share experiences in groups	
<b>Links to other learning activity areas:</b> Languages: Observing signed cultural stories on weather.			<b>Suggested Community Service Learning activities:</b> Learners to interact and find out from their parents or guardians on how to keep safe during unfavourable weather conditions.	
<b>Suggested non formal activity to support learning through application:</b> Learners to develop keep safe messages for the school.			<b>Suggested assessment:</b> Written work, signed(LWD)/oral (HOH)questioning and simulated computer exercises.	
<b>Suggested Resources:</b> Video clips, pictures, charts				

### Assessment Rubric

Sub-strand	Exceeding expectation	Meeting expectation	Approaching expectation	Below expectation
<b>Exploring unfavourable weather conditions</b>	Learner able to consistently and correctly describe unfavourable weather and identifies its effects	Learner able to demonstrate ability to observe and identify effects of unfavourable weather and keep safe from unfavourable weather conditions.	Learner able to demonstrates some knowledge to observe and identify effects of unfavourable weather and how to keep safe.	Learner able to demonstrate ability to identify unfavourable weather.

<b>Keeping safe from unfavourable weather conditions</b>	Learner able to consistently and correctly identify ways of keeping safe and demonstrate knowledge of keeping safe from unfavourable weather conditions.	Learner able to correctly identify ways of keeping safe and demonstrate knowledge of keeping safe from unfavourable weather conditions.	Learner able to sometimes identify ways of keeping safe and demonstrate knowledge of keeping safe from unfavourable weather conditions.	Learner rarely identifies ways of keeping safe or demonstrates knowledge of keeping safe from unfavourable weather conditions.
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<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question</b>
<b>1.0 Environment and its resources</b>	<b>1.2 Water</b> (5 lessons) 1.2.1 Making water safe for use	By the end of the sub-strand, the learner should be able to: a) state ways of making water clean and safe for use at home; b) make water clean and safe using different methods; c) construct a simple water filter for cleaning water at home; d) appreciate clean and safe water for use to reduce health risks.	<ul style="list-style-type: none"> <li>• Learners could observe and respond to signed case story on the need to use clean and safe water.</li> <li>• Learners could share experiences on how to make water clean and safe for use at home</li> <li>• Learners could observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling)</li> <li>• Learners could make a simple water filter using locally available materials</li> </ul>	How could we make water clean and safe for use at home?

			<ul style="list-style-type: none"> <li>Learners could decant filter and boil water to make it clean and safe for use.</li> </ul>	
<b>Core-competence to be developed:</b> Critical thinking and problem solving –decanting water, other ways of keeping water safe, communication and collaboration –discussing ways of keeping water safe, imagination and creativity-coming up with unconventional ways of keeping water safe.				
<b>Digital Literacy:</b> watching simulations of ways of keeping water safe/treating water.				
<b>Links to PCI's:</b> ESD-Environmental Education: Environment and water, Effective communication: Learners state methods of making water clean and safe for use			<b>Links to values:</b> Responsibility and unity	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition, Movement and Creative art; Literacy			<b>Suggested Community Service Learning activities:</b> Sharing with parents or guardians on different ways of making water clean and safe for use.	
<b>Suggested non-formal activity to support learning through application:</b> Giving a message at the school assembly on clean and safe water for use.			<b>Suggested assessment:</b> Signed (LWD)/Oral (HOH)questions, observe as they work in groups, written questions, project work on making water filter.	
<b>Suggested Resources:</b> Dirty water in a clear container, digital media, resources on filtering water, internet, sources of heat, a heating jar/sufuria				

### Assessment Rubric

<b>Exceeding Expectation</b>	<b>Meeting Expectation</b>	<b>Approaching Expectation</b>	<b>Below Expectation</b>
Learner able to consistently and correctly state ways of making water clean, creatively construct a simple water filter, and make water clean and safe for use at home.	Learner able to correctly state ways of making water clean, construct a simple water filter, and make water clean and safe for use at home.	Learner able to sometimes state ways of making water clean, construct a simple water filter, and make water clean and safe for use at home.	Learner rarely states ways of making water clean, constructs a simple water filter, or makes water clean and safe for use at home.

<b>Strand</b>	<b>Sub –strand</b>	<b>Specific learning outcome</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>1.0 Environment</b>	<b>1.3 Soil</b>	By the end of the sub-strand, the learner should be able to:		

<p><b>and its resources</b></p>	<p>(10 Lessons)</p> <p>1.3.1 Exploring soil characteristics</p>	<p>a) differentiate soils by texture from provided soil samples;</p> <p>b) differentiate soils by size of soil particles from provided soil samples;</p> <p>c) state the three types of soils based on their characteristics</p> <p>d) develop interest in characteristics of soils as an environmental resource.</p>	<ul style="list-style-type: none"> <li>• Learners could explore the environment and collect different soil samples (sand, loam and clay)</li> <li>• Learners could feel between their fingers the different soil samples and record findings (course, medium, fine)</li> <li>• Learners could share their experiences on how different samples of soils feel between their fingers</li> <li>• Learners could observe the particle sizes of the three soil samples (large, medium and small sized particles)</li> <li>• Learners could mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.</li> <li>• Learners could find out from parents or guardians on the types of soils found in their locality and report back.</li> </ul>	<p>How could we differentiate types of soils?</p>
<p><b>Core-competence to be development:</b> Communication and collaboration- discussing soil characteristics in groups, critical thinking and problem solving – establishing soil characteristics, learning to learn-exploring soil characteristics</p>				
<p><b>Digital Literacy:</b> observing digital photographs of various types of soil</p>				
<p><b>Links to PCI's:</b> Effective communication: Learners differentiate types of soil; ESD: Environmental Education: Environment and soil.</p>			<p><b>Links to values:</b> Unity –in groups learners discuss characteristics of soil.</p>	
<p><b>Links to other learning activity areas (s):</b> Movement and Creative Arts activities – displaying types of soils.</p>			<p><b>Suggested community Service Learning activities:</b> Find out and report back from parents or guardians on the types of soils found in their locality</p>	

<b>Suggested non-formal activity to support learning through application:</b> Sign/recite a poem on soil.	<b>Suggested assessment:</b> Signed(LWD)/Oral (HOH) questions, observation as they work in groups, written questions, assessing the displayed project.
<b>Suggested Resources:</b> Soil, containers, digital photographs	

### Assessment Rubric

Exceeding expectation		Meeting expectation	Approaching expectation	Below expectation
Learner able to consistently and correctly differentiate soil textures, size of particles and deduce name of soil based on their characteristics.		Learner able to correctly differentiate soil textures, size of particles and deduce name of soil based on their characteristics.	Learner sometimes able to differentiate soil textures, size of particles and deduce name of soil based on their characteristics.	Learner rarely differentiates soil textures, size of particles or deduces name of soil based on their characteristics.
Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>1.0 Environment and its resources</b>	<b>1.4 Plants</b> (10 Lessons)  1.4.1 Categorizing plants.	By the end of the sub-strand, the learner should be able to: a) identify different types of plants; b) categorize plants in the immediate environment; according to specified features c) appreciate the rich diversity that in plants.	<ul style="list-style-type: none"> <li>Learners could carry out a nature walk to observe and identify the plants (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous)</li> <li>Learners could take photographs of different plants during the nature walk</li> <li>Learners could be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, poisonous/non-poisonous)</li> </ul>	How could we categorize plants?

			<ul style="list-style-type: none"> <li>Each learner could draw one type of plant and share their work with others.</li> </ul>	
	1.4.2 Safety when handling plants	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>describe safe ways of handling different plants;</li> <li>observe safety when handling different plants in the immediate environment;</li> <li>appreciate the need to handle plants responsibly to reduce health risks.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could watch video clips or pictures or posters on safety when handling plants</li> <li>Learners could interact with a resource person on safety when handling plants</li> <li>Learners could share information on how to handle different plants</li> <li>Learners could simulate safety when handling plants.</li> </ul>	How could we handle plants safely?
<b>Core Competences to be developed:</b> Critical thinking and problem solving –establishing ways of categorizing plants; creativity and imagination –categorization of plants.				
<b>Digital Literacy: observing digital photographs/video clips of various plants</b>				
<b>Link to PCIs:</b> Disaster risk reduction; safety when handling plants. ESD –Environmental Education		<b>Link to values:</b> Responsibility, care for plants, respect the rich diversity in plants.		
<b>Links to other learning activity areas:</b> Hygiene and Nutrition		<b>Suggested Community Service Learning through application:</b> Learners listen to a guest speaker on plant safety.		
<b>Suggested Non formal Activity to support learning:</b> Learners to present a message on safe ways when handling plants to enhance safety.		<b>Suggested assessment:</b> Signed LWD)/Oral (HOH)questions, written questions, e-assessment or quiz.		
<b>Suggested Resources:</b> Local environment, photographs, video clips				

### Assessment Rubric

Sub-strand	Exceeding expectations	Meeting expectation	Approaching Expectation	Below expectation
<b>Categorizing plants</b>	Learner able to consistently and correctly identify and categorize plants according to specified features.	Learner able to correctly identify and categorize plants according to specified features.	Learner sometimes able to identify and categorize plants according to specified features.	Learner rarely identifies or categorizes plants according to specified features.
<b>Safety when handling plants</b>	Learner able to consistently and correctly describe and observe safety when handling plants	Learner able to correctly describe and observe safety when handling plants.	Learner sometimes able to describe and observe safety when handling plants.	Learner rarely describes or observes safety when handling plants.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key question
<b>1.0 Environment and its resources</b>	<b>1.5 Animals</b> (10 Lessons) 1.5.1 Importance of Animals	By the end of the sub-strand, the learner should be able to: a) state different uses of animals to people; b) identify the different animals that provide food products people; c) Appreciate the importance of animals to the people.	<ul style="list-style-type: none"> <li>Learners could identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction)</li> <li>Learners could discuss the different food products people get from animals (meat, milk, eggs, honey)</li> <li>In groups, learners could make a journal on uses of</li> </ul>	What are the uses of animals to people?

			<p>animals to people as a class project.</p> <ul style="list-style-type: none"> <li>Learners could discuss with the teacher the suggested assessment criteria for the project and timeframe.</li> </ul>	
<p><b>Core Competence to be developed:</b> Learning to learn-establishing the uses of animal, Critical thinking and problem solving-identifying various useful animals, creativity and imagination-linking given animals to their importance, communication and collaboration – discussing in groups the importance of animals.</p>				
<p><b>Digital Literacy:</b> observing digital photographs of various domestic and wild animals</p>				
<p><b>Link to PCI's:</b> ESD: animal welfare Education: Environment and its resources. <b>Life skills:</b> Effective communication; learners state the importance of animals to humans.</p>			<p><b>Link to values:</b> Responsibility, care, love: learners appreciate the usefulness of animals to people.</p>	
<p><b>Link to other learning activity areas:</b> Religious Education: appreciating God's creation.</p>			<p><b>Suggested community service learning activity:</b> Finding out on the uses of different animals from parents or guardians.</p>	
<p><b>Suggested non formal activity to support learning:</b> learners to display the class project for the other learners to appreciate.</p>			<p><b>Suggested assessments</b> Signed(LWD)/Oral (HOH) questions, observe as they work in groups, written questions.</p>	
<p><b>Suggested Resources:</b> Photographs of various farm and game animals, digital media resources on farm and game animals, video clips on game and farm animals.</p>				

### Suggested Assessment Rubric

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching expectations</b>	<b>Below expectation</b>
Learner able to consistently and correctly state the uses of animals to people and identify different food products people get from animals.	Learner is able to correctly state the uses of animals to people and identify different food products people get from animals.	Learner sometimes able to state the uses of animals to people and identify different food products people get from animals.	Learner rarely states the uses of animals to people or identifies different food products people get from animals.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
<b>1.0 Environment and its resources</b>	<b>1.6 Energy: Heat</b> (10 Lessons) 1.6.1 Sources of Heat	By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment; b) match different sources of heat to their fuels in the environment; c) appreciate the different sources of heat in the community.	<ul style="list-style-type: none"> <li>Learners could identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove)</li> <li>Learners could share their experiences on sources of heat at home and community</li> <li>In groups, learners could match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene)</li> <li>Learners could interact with parents or guardians to appreciate the types of fuels used in the community and report back.</li> </ul>	What are the sources of heat?
	1.6.2 Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) state uses of heat energy in the environment; b) use heat energy responsibly to promote conservation and safety; c) appreciate conservation of heat energy in daily life.	<ul style="list-style-type: none"> <li>Learners could discuss uses of heat energy (warming, cooking, ironing, drying)</li> <li>Learners could use multimedia resources to find out uses on heat energy in daily life.</li> </ul>	How is heat energy used in daily life?

			<ul style="list-style-type: none"> <li>In groups, learners could share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying)</li> </ul>	
	1.6.3 Dangers of heat energy	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify materials that can start fire in the house;</li> <li>state the dangers of heat energy;</li> <li>demonstrate how to move out of the house in case of a fire outbreak.</li> </ol>	<ul style="list-style-type: none"> <li>Learners could identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity)</li> <li>Learners could be guided to state common causes of fire.</li> <li>Learners simulate how to move out of the in case of a fire outbreak.</li> <li>Learners could visit a fire station or interact with a resource person for more information on fires and safe evacuation procedures.</li> <li>Learners could develop “Dos” and “Don’ts” “list during fire. The list should be shared at school and at home.</li> </ul>	<ol style="list-style-type: none"> <li>What are the dangers of heat energy?</li> <li>Which materials cause fire?</li> <li>How should we safely evacuate a person from a fire?</li> </ol>
<p><b>Core-competence to be development:</b> Collaboration and communication –group work on dangers, sources and rules of handling heat energy, learning to learn-developing rules on handling heat energy; critical thinking and problem solving-discussing the uses and dangers of heat energy. Digital literacy:</p>				
<p><b>Digital Literacy: observing</b> simulations of various sources of heat, their uses and possible dangers</p>				

<b>Links to PCI's:</b> ESD: Disaster risk reduction; Environmental Education: Environment and its resources: Energy Life skills: Effective communication; learners discuss in groups dangers of heat at home.	<b>Links to values:</b> Cooperation, responsibility
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition	<b>Suggested community Service Learning activity:</b> visit to a fire station
<b>Suggested non-formal activity to support learning through application:</b> Sharing the DOs and DONT's during fire outbreak in a school assembly.	<b>Suggested assessment:</b> Observation, signed(LWD)/Oral (HOH) questions, and written exercises.
<b>Suggested Resources:</b> Internet resources, video clips, real objects (firewood etc)	

#### Assessment Rubric

Sub-strand	Exceeding expectations	Meeting expectation	Approaching expectation	Below expectation
Sources of heat	Learner able to consistently and correctly identify sources of heat and match the heat to their fuels.	Learner able to correctly identify sources of heat and match the heat to their fuels.	Learner sometimes able to identify sources of heat and match the heat to their fuels.	Learner rarely identifies sources of heat or matches the heat to their fuels.
Uses of heat in the environment	Learner able to consistently and correctly identify and use heat sources and appreciate conservation of heat in the environment.	Learner able to correctly identify and use heat sources and appreciate conservation of heat in the environment.	Learner sometimes able to identify and use heat sources and appreciate conservation of heat in the environment.	Learner rarely identifies and uses heat sources or appreciates conservation of heat in the environment.
Dangers of heat	Learner able to consistently and correctly identify material that can start fire, dangers of heat and demonstrate moving out for safety.	Correctly identifies material that can start fire, dangers of heat and demonstrates moving out for safety.	Learner sometimes able to identify material that can start fire, dangers of heat and demonstrate moving out for safety.	Learner rarely identifies material that can start fire, dangers of heat or demonstrates moving out for safety.



Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>2.0 Social environment</b>	<b>2.1 Harmonious Living in the Community</b>  (25 Lessons)  2.1.1 Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean; b) participate in keeping the market place clean to promote social cohesion; c) appreciate a clean market place for good health.	<ul style="list-style-type: none"> <li>• Learners could visit a market place, explore the sanitation.</li> <li>• Learners could observe cleaning activities at a market place from a video clip or photograph.</li> <li>• Learners could share their experiences on the sanitation situation in the market place.</li> <li>• Learners could discuss ways of keeping the market place clean.</li> <li>• Learners could discuss the role their parents or guardians play during a market cleaning day.</li> <li>• Learners could display posters with persuasive messages during market cleaning days.</li> </ul>	How could we keep our market place clean?

	<p><b>2.2 Keeping safe in the community</b> 2.2.1 Responding to strangers</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify appropriate ways of responding to strangers in the community;</p> <p>b) respond appropriately to strangers in the community;</p> <p>c) take personal responsibility in keeping safe to limit risks.</p>	<ul style="list-style-type: none"> <li>• Learners could observe a signed relevant age appropriate case story on responding to strangers.</li> <li>• Learners could watch a video clip on how they could respond appropriately to strangers.</li> <li>• In groups, learners could share and report back their experiences about responding to strangers.</li> <li>• Learners could be guided on how to use phone when in danger.</li> <li>• Learners could simulate ways of responding appropriately to strangers.</li> <li>• Learners could find out from parents or guardians appropriate ways of responding to strangers.</li> </ul>	<p>How could we respond appropriately to strangers?</p>
	<p>2.2.2 Safe and dangerous places in the community</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify safe places in the community;</p> <p>b) identify dangerous places in the community</p> <p>c) keep personal safety in the community;</p>	<ul style="list-style-type: none"> <li>• Learners could discuss and identify safe places in the community.</li> <li>• Learners could discuss and identify dangerous places in the community.</li> <li>• Learners could do age appropriate community</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the safe places in the community?</li> <li>2. What are the dangerous places in the community?</li> </ol>

		d) respond appropriately to security threats in the community.	<p>mapping to identify and mark the safe places and dangerous places.</p> <ul style="list-style-type: none"> <li>• Learners could recognize indications of dangerous places and situations using the map.</li> <li>• Learners could respond appropriately to threats against safety.</li> <li>• Learners could discuss with their parents or guardians about dangerous places in the community and report back.</li> </ul>	
	<p><b>2.2 Safe Travel</b></p> <p>2.3.1 Basic road safety signs</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) recognize basic road safety signs;</p> <p>b) use basic road safety signs appropriately to enable safe travel;</p> <p>c) appreciate the use of basic road safety signs in enabling safe travel.</p>	<ul style="list-style-type: none"> <li>• Learners could observe stimuli materials to recognize basic road safety signs (pedestrian crossing, stop sign, and traffic lights).</li> <li>• Learners could visit a nearby road or children’s park for a demonstration on appropriate use of the basic road signs.</li> <li>• Learners could play an educative multimedia game on basic road signs.</li> <li>• Learners could ask their parents or guardian to take them on a safety walk around their neighborhood and report back.</li> </ul>	How do basic road safety signs enable safe travel?

	<p><b>2.4 Environmental and cultural events in the community</b></p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) state how cultural events promote environmental and social wellbeing in the community;</p> <p>b) participate in cultural events that promote environmental and social wellbeing in the community;</p> <p>c) develop interest in environmental and cultural events that promote social wellbeing in the community.</p>	<ul style="list-style-type: none"> <li>• Learners could use stimuli materials on cultural and environmental events in the community.</li> <li>• Learners could discuss on environmental and cultural events that promote social wellbeing( tree planting, cultural festivals ).</li> <li>• In groups, learners could design posters on messages that promote cultural and environmental events to promote social well being.</li> <li>• Learners could inquire from elders, parents or guardians about environmental and cultural events that promote social wellbeing and report back.</li> </ul>	<ol style="list-style-type: none"> <li>1. What is the importance of environmental and cultural events?</li> <li>2. How could we participate in environmental and cultural events in the community?</li> </ol>
<p><b>Core Competences to be developed:</b> Creativity and imagination, communication and collaboration, learning to learn: gathering information from parents or guardians</p>				
<p><b>Digital Literacy:</b> watching video clips and simulations on human interaction, community sanitation and possible signs of dangerous people (strangers) and places</p>				
<p><b>Link to PCIs: Citizenship:</b> social cohesion; learners discuss roles of community in caring for environmental resources  <b>ESD:</b> Environmental Education, harmonious living in the community.</p>			<p><b>Link to values:</b> Responsibility, peace, social justice.</p>	
<p><b>Links to other learning activity areas:</b> Movement and Creative activities, Languages: on listening to case stories.</p>			<p><b>Suggested Community Service Learning activities:</b>  Learners gathering information from parents or guardians.</p>	

<b>Suggested non formal activity to support learning through application:</b> sharing messages during community events.	<b>Suggested assessment:</b> Observation, signed(LWD)/Oral (HOH) questions and written work.
<b>Suggested Resources:</b> Dust bins, brooms wheelbarrows, charts, video clips, photographs, chart (road safety signs) local environment, posters, gloves, spades	

### Assessment Rubric

Sub-strand	Exceeding expectations	Meeting expectation	Approaching Expectation	Below expectation
Sanitation in the community	Learner consistently and actively participates in keeping the market place clean and appreciates a clean market.	Learner actively participates in keeping the market place clean and appreciates a clean market.	Learner occasionally participates in keeping the market place clean.	Learner rarely participates in keeping the market place clean.
Keeping safe in the community	Learner appropriately responds to strangers and takes personal responsibility to keeping safe.	Learner responds appropriately to strangers and takes personal responsibility to keeping safe.	Learner sometimes responds to strangers appropriately or takes personal responsibility to keeping safe.	Learner rarely responds to strangers appropriately or takes personal responsibility to keeping safe.
Safe and dangerous places in the community	Learner consistently and accurately identifies safe and dangerous places and responds appropriately to security threats.	Learner correctly identifies safe and dangerous places and responds appropriately to security threats.	Learner sometimes identifies safe and dangerous places and responds appropriately to security threats.	Learner rarely identifies safe and dangerous places or responds appropriately to security threats.
Basic road safety signs	Learner consistently and correctly identifies and uses basic road safety signs for safe travel.	Learner correctly identifies and uses basic road safety signs for safe travel.	Learner sometimes identifies and uses basic road safety signs for safe travel.	Learner rarely identifies and uses basic road safety signs for safe travel.
Environmental and cultural events in the community	Learner innovatively and actively identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Learner actively identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Learner sometimes identifies and participates in environmental and cultural events that promote social wellbeing in the community.	Learner rarely identifies or participates in environmental and cultural events that promote social

				wellbeing in the community.
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Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
<b>2.0 Social environment</b>	<b>2.2 Enterprise projects</b> (25 Lessons) 2.2.1 Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) identify ways of using waste responsibly to generate income; b) determine suitable waste management activity to generate income at school; c) participate in waste management activity to generate income at school; d) develop interest in undertaking income generating activities in waste management.	<ul style="list-style-type: none"> <li>• Learners could identify ways of using waste to generate income (Collection, sorting, Reducing Reusing, recycling).</li> <li>• Learners could observe varied stimuli materials in waste management activities to derive suitable activities for income generation.</li> <li>• Learners could discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity).</li> <li>• Learners could discuss and develop a plan to undertake the income generating activity that will use waste from the immediate environment.</li> <li>• Learners could implement the selected project for managing waste to generate income</li> <li>• Learners could discuss with parents or guardians on waste</li> </ul>	What activities could learners undertake to generate income from waste management?

			management activity that could generate income at home.	
<b>Core-competence to be developed:</b> Critical thinking and problem solving; reusing and recycling wastes. Communication and collaboration: discussions to build consensus.				
<b>Digital Literacy:</b> observing photos and watching video clips on various income generating activities.				
<b>Link to PCI's:</b> ESD: Environmental Education; social environments Financial literacy: Enterprise projects <b>Citizenship:</b> Social cohesion: learners share ideas on income generating activities.			<b>Link to values:</b> Responsibility; learners find out from parents income generating activities	
<b>Suggested non-formal activity:</b> discussion on importance of managing waste to generate income.			<b>Suggested community Service Learning activity:</b> Find more from parents or guardians on how to sell products	
<b>Links to other learning activity areas (s):</b> Mathematics; Money			<b>Suggested assessment:</b> Signed (LWD)/ Oral (HOH) questions, project work	
<b>Suggested Resources:</b> Solid waste, dustbins, shovels, gloves, spades, video clips, pictures/photographs, charts				

#### Assessment Rubric

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner consistently and creatively identifies and determines ways of using waste to generate income and participates actively in the waste management project.	Learner creatively identifies and determines ways of using waste to generate income and participates actively in the waste management project.	Learner sometimes identifies and determines ways of using waste to generate income and participates actively in the waste management project.	Learner rarely identifies and determines ways of using waste to generate income and participates actively in the waste management project.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.1 Caring for Plants</b>  (5 Lessons)  3.1.1 Communicating plant protection messages in the community.	By the end of the sub-strand, the learner should be able to: a) states ways of protecting plants in the community; b) create persuasive messages on plants protection in the community; c) communicate messages that protect plants in the community; d) appreciate plant protection in the community.	<ul style="list-style-type: none"> <li>• Learners could explore and identify areas where plants have been destroyed in community.</li> <li>• Learners to discuss and create plant protection messages.</li> <li>• Learners could design plant protection messages using print and electronic media.</li> <li>• Learners could display and peer assess the plant protection messages.</li> <li>• Learners could sign or sing songs on plant protection messages during school assembly.</li> <li>• Learners could convey the plant protection messages to the community through print and electronic media.</li> </ul>	How could we communicate plant protection messages in the community?
<b>Core Competences to be developed:</b> Communication and collaboration, Imagination and creativity and Learning to learn.				
<b>Digital Literacy:</b> Learner watch video clips and observe digital photographs on flora and conservation of vegetation.				
<b>Link to PCIs:</b> ESD: Environmental Education: Care for the environment; caring for plants <b>Citizenship:</b> Plant protection. Life skills: cooperation: creating plant protection messages and peer assessment of messages.			<b>Link to Values:</b> Responsibility learners convey plant protection messages through poems, songs and posters	

<b>Links to other learning activity areas:</b> Language, Music and Creative Art in reciting poems, singing/signing songs and creating posters	<b>Suggested Community Service Learning activities:</b> communicating plant protection messages to the community in various fora.
<b>Suggested non formal activity to support learning:</b> Share plant protection messages at school assembly, clubs and societies.	<b>Suggested assessment:</b> Written and signed/oral work; observation
<b>Suggested Resources:</b> Natural environment manilla papers, felt pens, video clips, cello phone, photographs, picture cut outs.	

#### Assessment Rubric

Exceeding expectations	Meeting expectation	Approaching expectation	Below expectation
Learner consistently and correctly identifies, creates, communicates and appreciates plant protection messages.	Learner correctly identifies, creates, communicates and appreciates plant protection messages.	Learner sometimes identifies, creates, communicates and appreciates plant protection messages.	Learner rarely identifies, creates, communicates and appreciates plant protection messages.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
<b>3.0 Caring for the environment</b>	<b>3.2 Caring for Animals</b> (5 Lessons) 3.2.1 Caring for animals in distress	By the end of the sub-strand, the learner should be able to: a) recognize signs of distress in animals; b) care for animals in distress; c) appreciate the need to relieve animals of distress.	<ul style="list-style-type: none"> <li>In groups, learners could discuss their experiences on how animals in distress are handled in the community.</li> <li>Learners could use stimuli materials to develop understanding of various signs of distress in animals.</li> <li>Learners could visit a nearby farm to learn and practice some care activities for animals.</li> </ul>	<ol style="list-style-type: none"> <li>What indicates that an animal is in distress?</li> <li>How could we respond to an animal in distress?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners could be guided by a guest speaker on animal rights, freedoms and appropriate caring activities to alleviate animal distresses.</li> </ul>	
<b>Core-competence to be developed:</b> Communication and collaboration in group activities				
<b>Digital Literacy:</b> watching video clips on taking care of animals and identifying distress in animals.				
<b>Links to PCI's:</b> ESD: Animal Welfare Education, caring for animals <b>Life skills:</b> Effective communication ;learners identify signs of distress in animals			<b>Links to values:</b> Responsibility and unity in groups learners work.	
<b>Links to other learning activity areas (s):</b> Religious Studies: appreciating animals as God's creation			<b>Suggested Community Service Learning activities:</b> field visit to a farm to learn about animal care.	
<b>Suggested non-formal activity to support learning:</b> Debate on animal rights.			<b>Suggested Assessment:</b> Signed (LWD)/Oral (HOH) question and written work.	
<b>Suggested Resources:</b> Video clips, photographs, picture cut outs, domestic animals (cattle, goats, poultry, sheep, rabbits) natural environment				

### Assessment Rubric

<b>Exceeding expectation</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Learner consistently and correctly recognizes, cares and appreciates relieve of distress in animals.	Learner correctly recognizes, cares and appreciates relieve of distress in animals.	Learner sometimes recognizes, cares and appreciates relieve of distress in animals.	Learner rarely recognizes, cares or appreciates relieve of distress in animals.

<b>Strand</b>	<b>Sub-strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question(s)</b>
<b>3.0 Care for the environment</b>	<b>3.3 Managing waste</b> (10 Lessons) 3.3.1 Disposing waste in the community	By the end of the sub-strand, the learner should be able to: a) state ways of managing waste in the community; b) participate in managing waste in the community; c) dispose waste responsibly to limit risks to self, others and the environment.	<ul style="list-style-type: none"> <li>• Learners could discuss various types of waste in the community (avoid sewage and e-wastes).</li> <li>• Learners could play a video clip on a waste dump site and identify the various types of waste, how they are sorted and disposed.</li> <li>• Learners could share ideas about types of waste and how they could be sorted and disposed.</li> <li>• Learners could demonstrate how to sort and dispose waste in the community.</li> </ul>	How could we manage waste in the community?
<b>3.0 Care for the environment</b>	3.3.2 Communicating messages on managing waste	By the end of the sub-strand, the learner should be able to: a) recognize persuasive messages on how to manage waste ; b) use hand, print and electronic media to create messages on how to manage waste in the community; c) communicate messages on management of wastes in the community.	<ul style="list-style-type: none"> <li>• Learners could observe messages on managing waste from different media.</li> <li>• Learners could discuss ways of communicating messages on managing waste.</li> <li>• Learners could be guided to create using different media persuasive messages on waste management.</li> <li>• Learners could peer assess then display to the community the created waste management messages.</li> </ul>	How could we communicate messages on waste management?

	3.3.3 Engaging parents or guardians in waste management	By the end of the sub-strand, the learner should be able to: a) identify ways of involving parents or guardians in waste management; b) involve Parents or guardians in waste management; c) appreciate the participation of parents or guardians in waste management.	<ul style="list-style-type: none"> <li>• Learners could discuss on ways of involving parents in waste management.</li> <li>• Learners could discuss with parents on various ways of managing waste and report back.</li> <li>• Learners could show case ways of managing waste to parents or guardians during school events</li> <li>• Learners could involve parents or guardians in establishing simple waste management projects.</li> </ul>	How could we involve parents or guardians in waste management?
<b>Core Competences to be developed:</b> Critical thinking and problem solving, Creativity and imagination, Communication and collaboration.				
<b>Digital literacy:</b> watching video clips on waste disposal				
<b>Link to PCIs:</b> ESD: Environmental education; care for environment; managing waste responsibly, Life skills: Effective communication ;learners discuss on waste management			<b>Link to Values:</b> Responsibility and unity; learners are guided to manage waste	
<b>Links to other learning activity areas:</b> Hygiene and Nutrition, Movement and creative activities in creating messages for waste management.			<b>Suggested Community Service Learning activity:</b> involving parents in waste management projects.	
<b>Suggested non formal activity to support learning through application:</b> show casing waste management during school events.			<b>Suggested Assessment:</b> written, signed questions, project work	
<b>Suggested Resources:</b> Local environment, photographs, video clips, waste-handling, safety equipment				

## Assessment Rubric

<b>Sub-strand</b>	<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Disposing wastes in the community	Learner consistently and correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Learner correctly states ways, participates and manages wastes responsibly to limit risks to self and others.	Learner sometimes states ways, participates and manages wastes responsibly to limit risks to self and others.	Learner rarely states ways, participates or manages wastes responsibly to limit risks to self and others.
Communicating messages on management of wastes	Learner consistently and correctly recognizes uses and communicates appropriate messages for waste management.	Learner correctly states ways participates and manages wastes responsibly to limit risks to self and others.	Learner sometimes states ways participates and manages wastes responsibly to limit risks to self and others.	Learner rarely states ways, participates or manages wastes responsibly to limit risks to self and others.
Engaging parents or guardians in waste management	Learner consistently and correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Learner correctly identifies, involves and appreciates participation of parents or guardians in waste management.	Learner sometimes identifies, involves and appreciates participation of parents or guardians in waste management.	Learner rarely identifies, involves and appreciates participation of parents or guardians in waste management.
<b>Strand</b>	<b>Sub strand</b>	<b>Specific learning outcomes</b>	<b>Suggested learning experiences</b>	<b>Key inquiry question</b>
<b>3.0 Care for the environment</b>	<b>3.4 Caring for Soil</b>  (10 Lessons)  3.4.1 Planting trees to protect soil	By the end of the sub-strand, the learner should be able to: a) state the importance of planting trees for soil protection; b) plant trees for soil protection; c) demonstrate willingness to plant trees to protect soil for environmental sustainability.	<ul style="list-style-type: none"> <li>• Learners could discuss the importance of trees in protecting soil.</li> <li>• Learners could observe how trees protect soil.</li> <li>• Learners could observe demonstration on planting tree seedling to protect (the seedlings to be planted where soil erosion is in progress).</li> </ul>	How do trees protect the soil?

			<ul style="list-style-type: none"> <li>Learners could plant some tree seedlings to protect soil.</li> <li>Learners could share with parents or guardian show planting tree seedlings protect the soil.</li> </ul>	
	3.4.2. Improving soil	By the end of the sub-strand, the learner should be able to: a) identify materials used to improve the soil; b) apply manure on a seedbed; c) apply mulch on a seedbed d) develop interest in caring for the soil for using environmental sustainability.	<ul style="list-style-type: none"> <li>Learners could observe stimuli material to identify materials used to improve the soil (mulch from organic material, farm yard manure).</li> <li>Learners could use varied stimuli materials to observe how mulch and manure are used to care for soil.</li> <li>Learners could observe a demonstration on how to mulch and apply manure to a seedbed.</li> <li>Learners could mulch and apply manure to a seedbed.</li> <li>Learners could share with parents or guardians on the use of mulch and manure in caring for soil.</li> </ul>	What do we use to improve soil?
<b>Core-competence to be development:</b> Creativity and imagination, Communication and collaboration, critical thinking and problem solving.				
<b>Digital Literacy:</b> watching video clips on soil conservation.				
<b>Links to PCI's:</b> ESD-Environmental Education; care for the environment <b>Citizenship:</b> social cohesion, learners in groups use mulch and manure to improve soil.		<b>Links to values:</b> Respect learners share experiences on how to mulch and add manure to care for soil: responsibility ;learners participate in planting trees to care for soil		
<b>Links to other learning activity areas (s):</b> Mathematical Activities		<b>Suggested community Service Learning activities:</b> Learners share with parents or guardians on the use of mulch and manure in caring for soil.		

<b>Suggested non-formal activity to support learning:</b> mulch and apply manure to the school seed bed.	<b>Suggested Assessment:</b> project work ,written/oral questions and observation
<b>Suggested Resources:</b> Containers of different sizes, manure, grass, local environment, video clips and pictures	

### Assessment Rubric

Sub-strand	Exceeding expectations	Meeting expectation	Approaching expectation	Below expectation
Planting trees to protect soil	Learner consistently and correctly states importance, plants trees and demonstrates willingness to protect soil.	Learner correctly states importance, plants trees and demonstrates willingness to protect soil.	Learner sometimes states importance, plants trees and demonstrates willingness to protect soil.	Learner rarely states importance, plants trees or demonstrates willingness to protect soil.
Improving soil	Learner consistently and correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Learner correctly identifies, applies mulch, manure and develops interest in caring for the soil.	Learner sometimes identifies, applies mulch, manure and develops interest in caring for the soil.	Learner rarely identifies, applies mulch, manure and develops interest in caring for the soil.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Caring for the environment</b>	<b>3.4 Caring for water</b> 3.4.1 Exploring ways of collecting rain water  (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of collecting rain water in school and the community; b) collect rain water at school and the community; c) appreciate the need of collecting rain water for domestic uses.	<ul style="list-style-type: none"> <li>Learners could share experiences on ways of collecting rain water.</li> <li>Learners could show ways of collecting rain water in school and community.</li> <li>Learners could identify ways of collecting rain water in school and the community.</li> </ul>	How could we collect rain water in school and community?

			<ul style="list-style-type: none"> <li>• Learners could improvise means of collecting rain water for use.</li> <li>• Learners could inquire from parents or guardians on ways of collecting rain water and report back.</li> </ul>	
	3.4.2 Caring for water reservoirs in the community	By the end of the sub-strand, the learner should be able to: a) identify ways of protecting reservoirs; b) participate in protecting water reservoirs in the community; c) appreciate the need to care for reservoirs in the community.	<ul style="list-style-type: none"> <li>• Learners could observe appropriate stimuli materials ways of protecting water reservoirs (water tanks).</li> <li>• Learners could identify ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular cleaning).</li> <li>• Learners could visit the community and participate in appropriate activities towards protection reservoirs.</li> <li>• Learners could sign songs or poems supporting caring for water reservoirs.</li> </ul>	How could we protect the water reservoirs?
<b>Core-competence to be development:</b> Critical thinking and problem solving (protecting water sources and reservoirs), self-efficacy.				
<b>Digital Literacy:</b> watching video clips on water reservoirs and their conservation.				
<b>Links to PCI's:</b> ESD: Environmental Education; caring for environment Citizenship: Social cohesion, learners work in groups to identify ways of protecting water sources.			<b>Links to values:</b> responsibility, respect; sing songs and recite poems related to water sources and reservoirs. Responsibility-learners participate in community activities to protect water sources.	
<b>Links to other learning activity areas (s):</b> Hygiene and Nutrition on care of water.			<b>Suggested Community Service Learning activities:</b>	

	Learners are guided to actively participate in community activities that involve protection of water sources and reservoirs.
<b>Suggested non-formal activity to support learning:</b> Learners are guided by the teacher to actively participate in community activities that involves caring for water reservoirs	<b>Suggested Assessment:</b> Written work, signed (LWD)/ Oral (HOH) questions.
<b>Suggested Resources:</b> Gutters, water drums, buckets, computers, photographs and digital equipment and pictures.	

### Assessment Rubric

Sub-strand	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Exploring ways of collecting rain water	Learner consistently and creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Learner creatively identifies ways, collects and appreciates need for collecting rain water for domestic use.	Learner sometimes identifies ways, collects and appreciates need for collecting rain water for domestic use.	Learner rarely identifies ways, collects and appreciates need for collecting rain water for domestic use.
Caring for water reservoirs in the community	Learner consistently and correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Learner correctly identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Learner sometimes identifies ways, participates in caring and appreciates the need to care for water reservoirs.	Learner rarely identifies ways, participates in caring and appreciates the need to care for water reservoirs.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
<b>3.0 Care for the environment</b>	<b>3.5 Caring For Energy</b> (10 Lessons) 3.5.1 Energy conservation campaigns in the community	By the end of the sub-strand, the learner should be able to: a) state ways of promoting energy conservation in the community; b) participate in energy conservation campaigns in the community; c) appreciate the need promote energy conservation in the community.	<ul style="list-style-type: none"> <li>• Learners could observe multimedia resources showing ways of promoting energy conservation (light and heat energy).</li> <li>• Learners could share their ideas on promoting energy conservation in the community.</li> <li>• Learners could compose songs, poems, and posters on energy conservation community. Then, pass the message in school and community events</li> <li>• Learners could gather information about energy conservation in the community from parents or guardians and report back.</li> </ul>	How could we promote energy conservation?
<b>Core Competences to be developed:</b> Imagination and creativity and Communication and collaboration, Critical thinking and problem solving.				
<b>Digital Literacy:</b> watching video clips and studying digital photographs on energy conservation.				
<b>Link to PCIs:</b> ESD: Environmental Education: care for the environment Citizenship: social cohesion: Learners in groups share ideas Life skills: effective communication.			<b>Link to values:</b> Responsibility and unity: promoting energy conservation.	
<b>Links to other learning activity areas:</b> Languages, Movement and Creative activities (music).			<b>Suggested Community Service Learning activities:</b> engaging the community in energy conservation campaign.	

<b>Suggested non formal activity to support learning:</b> share ideas on how during school assembly, in clubs and societies.	<b>Suggested Assessments:</b> written questions, signed questions, observation
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### Assessment Rubric

<b>Exceeding expectations</b>	<b>Meeting expectation</b>	<b>Approaching Expectation</b>	<b>Below expectation</b>
Learner consistently and creatively states ways, participates and appreciates energy conservation campaign.	Learner creatively states ways, participates and appreciates energy conservation campaign.	Learner sometimes states ways participates and appreciates energy conservation campaign.	Learner rarely states ways, participates and appreciates energy conservation campaign.

### SUGGESTED LEARNING RESOURCES

The suggested list of learning resources is neither exhaustive nor prescriptive. It is important for the teacher to explore the wealth of learning resources, improvise or collect during a field study. The suggested resources include:

- Local environment
- Real objects/Specimens/realia
- Maps
- Photographs, pictures paintings, flash cards and posters
- Internet sources
- TV/video/films/slides
- Live Radio Broadcasts
- Vetted Digital resources, educational computer games
- Approved textbooks and other printed resources
- Workbooks, Worksheets, Activity sheets
- Resource persons
- Weather instruments
- Artifacts
- Museum/historical sites
- Newspaper cuttings
- Magazines/journals
- Libraries
- Display Boards