



REPUBLIC OF KENYA

LOWER PRIMARY LEVEL DESIGNS

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



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2017

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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, imagination and creativity, 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 contain the National Goals of Education and outcomes for Early Years Education (EYE), general outcomes for learning area and specific learning outcomes. It also suggests a variety of learning experiences, assessment and links the strands 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:

Volume One

- Kiswahili Activities
- Literacy
- English Activities

Volume Two

- Mathematics Activities
- Environmental Activities
- Hygiene and Nutrition Activities

Volume Three

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

Volume Four

- Movement and Creative Activities

LEARNING AREAS TIME ALLOCATION

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

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

ENVIRONMENTAL ACTIVITIES

Essence Statement

This is an integrated learning area comprising of Science, Social and Agricultural Activities. The learner will acquire knowledge, skills, values and attitudes leading to competency that will enable exploration of the environment for enjoyment, learning and problem solving. The competences will form basis for concepts to be acquired at higher levels of learning for sustainable development.

General Learning Outcomes

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

- a) practice proper sanitation and safety precautions to limit risks to self, others and the environment;
- b) demonstrate appropriate values, attitudes and practices for sustainable interactions;
- c) explore the immediate environment for learning and enjoyment;
- d) apply acquired competences in solving environmental challenges for sustainable development;
- e) appreciate the country's rich, diverse environmental resources and cultural heritage for harmonious living;
- f) develop appropriate organizational, practical and technological skills for problem solving in conserving the environment;
- g) communicate environmental friendly messages through technological, verbal and non-verbal modes for conservation, improvement and protection of the environment;
- h) participate in community service learning to promote the environmental and social well being.

GRADE 1

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather and the Sky (10 lessons) 1.1.1 Observing the Sky	By the end of the sub-strand, the learner should be able to: a) describe the appearance of the sky during the day and at night; b) observe or describe differences in appearance of the sky during the day and at night; c) develop curiosity in observing appearance of the sky for enjoyment.	<ul style="list-style-type: none"> • Learners could be guided to observe the sky (the sun, moon, stars and clouds) during the day and share their observations with others. • Learners with total blindness could be given verbal descriptions. • With the help of parents or guardians learners could be guided to observe or describe the appearance of the sky at night and report back. • Learners could be guided to use stimuli materials to show appearance of the sky during the day and at night. Learners with total blindness could talk about the experiences. • Learners could be guided to play educative computer games on the Sun, moon, clouds and stars. Learners with visual impairment could be provided with devices with screen readers and appropriate contrast and font size. 	<ol style="list-style-type: none"> 1. What do we see when we look at the sky during the day and during the night? (for low vision). 2. What differences do we observe in the day and night sky? 3. What do we feel when we go out of the house during the day?

			<ul style="list-style-type: none"> Learners could be guided to draw and colour the sun, moon, clouds and stars. Learners with total blindness could be provided with tactile diagrams on the same. 	
	1.1.2 Exploring weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify weather conditions of the day; make reasonable forecast of the day from weather observations; appreciate weather conditions at different times of the day. 	<ul style="list-style-type: none"> Learners could be guided to explore weather conditions as an outdoor activity (<i>windy, cloudy, rainy and sunny</i>). In groups, learners could be guided to observe weather conditions of the day in the immediate environment. Learners could be guided to share experiences about daily weather conditions. Learners could be guided to identify various weather conditions of a day using age appropriate stimuli materials. Learners to mime various weather conditions for enjoyment. Learners with total blindness could be guided to make tactile posters on weather Learners to find out more about the sky during the day and at night from parents or guardians. Learners to draw and colour a poster on weather. 	How is the weather today?

			Learners with total blindness to be given a tactile poster to manipulate.	
Core Competences to be developed: Communication and collaboration as they share experiences about daily weather conditions. Imagination and creativity when making weather symbols.				
Link to PCIs and Values : ESD: Environmental Education			Link to values: Unity and respect when working together	
Links to other learning activity areas: Religious Education on God’s creation Movement and Creative Arts: drawing and colouring			Suggested Community Service Learning activities: learners are guided by parents or guardians to observe the sky at night.	
Suggested non formal activity to support learning: Learners to develop and colour a poster on weather. Learners with total blindness could paste colours of weather symbols. Suggested Resources: Weather symbols cut-outs, tactile weather posters, weather posters in large print.			Suggested assessment: observation as they draw and colour the poster, oral questions on weather.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
<ul style="list-style-type: none"> Learner is able to consistently and accurately identify the sun, moon, stars and clouds. Learner is able to appreciate different weather conditions. 	<ul style="list-style-type: none"> Learner is able to accurately identify the sun, moon, stars and clouds. Learner is able to appreciate different weather conditions. 	<ul style="list-style-type: none"> Learner is able to occasionally identify the sun, moon, stars and clouds. Learner is able to sometimes appreciate different weather conditions. 	Learner rarely identifies and appreciates weather conditions.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
	<p>1.3 Water (10 lessons) 1.3.1 Sources of water</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different sources of water in the immediate environment; b) observe or explore different sources of water in the immediate environment; c) appreciate different sources of water in the immediate environment. 	<ul style="list-style-type: none"> • Learners could be guided to brainstorm on sources of water. • Learners could be guided to observe or describe a variety of stimuli materials on sources of water. • In groups, learners could be guided to share ideas on different sources of water in the immediate environment. • Learners could be guided to model sources of water in the class learning space or corner as a project. Learners with total blindness could be given verbal descriptions. 	<p>What are the sources of water in our immediate environment?</p>
	<p>1.3.2 Uses of water</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify different uses of water 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"> • Learners could be guided to identify different uses of water using varied stimuli materials. • In groups, learners identify different uses of water in the home and school from the stimuli materials. • Learners could be guided to discuss careful use of water in the home and school. • Learners could be guided to create and share with others a scrapbook on careful use of water either in the home or at school as part of a personal experience and to bring out the value of careful use of water. 	<p>How do we use water responsibly in the home and school?</p>
<p>Core-competence to be developed: Communication and collaboration while working in groups. Imagination and creativity as they create a scrap book on uses of water.</p>				

Links to PCI's: Personal hygiene	Links to values: Moral values of cleanliness
Link to other learning activity areas : Religious Education: Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness	Suggested Community Service Learning activities: Learners to find out more about sources and uses of water from their parents or guardians.
Suggested non-formal activity to support learning through application Make a display of the scrapbook for other learners to appreciate.	Suggested assessment: Use a checklist to assess the scrapbook, Observation on group work, written and oral questions.
Suggested Resources: Water containers, Water	

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to consistently and correctly identify many sources and uses of water and demonstrates careful uses of water.	Learner is able to correctly identify sources and uses of water. Appreciates and demonstrates careful uses of water.	Learner is able to to some extent, correctly identify sources and uses of water. May appreciate and demonstrate careful uses of water.	Learner rarely identifies and appreciates sources and uses of water.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
Environment and its resources	1.4 Soil (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"> Learners could be guided to identify ways of playing with soil. Learners could be guided to fill and empty cans with soil for fun. Learner could be guided to model different objects using soil. Learners could be guided to draw on the soil and make different patterns using soil paints. Learners with total blindness could be guided to make soil mounts to create patterns. Learners could be guided to find 	How could we play with soil?

			out more from parents or guardians on how to play with soil.	
Core-competence to be developed: Imagination and creativity as they make paints from soil. Communication and collaboration as learners make patterns using paints from soil Learning to learn as they play with soil.				
Links to PCI's: ESD: Environment and its resources.			Links to values: Responsibility, Integrity, Cooperation.	
Links to other learning activity areas : Mathematics: Emptying and filling cans, Movement and Creative activities: Drawing and making patterns.			Suggested Community Service Learning activities: Learners find out from parents or guardians how to play with soil.	
Suggested non-formal activity to support learning: Displaying patterns from soil paints for peers to appraise.			Suggested assessment: Oral questions and observation of the soil activities.	
Suggested Resources: Soil samples, containers, surfaces.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently play and creatively model objects, makes a variety of patterns using soil and show curiosity in playing with soil.	Learner is able to correctly play, model objects, make patterns using soil and show curiosity in playing with soil.	Learner is able to play, model objects, make few patterns using soil and show little interest in playing with soil.	Learner rarely plays, model objects or make patterns using soil.

Strand	Sub-strand	Learning outcome	Suggested Learning experience	Key Inquiry question(s)
Environment and its resources	1.5 Plants (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 and explore 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"> • Learners could be guided to take a nature walk to observe different plants in the immediate environment. • Learners could be guided to pair and share about plants that they saw and experienced during the nature walk. Learners with total blindness could explore and paste plant or parts of plants they collected from the nature walk. • Learners could be guided to draw and colour plants that they liked during the nature walk. • Learners could be guided to gather more information from parents or guardians about plants and report back. • Learners to search for pictures on plants from digital and print resources. Learners with visual impairment could be provided with devices with screen readers and appropriate contrast and font size. • Learners to sing songs on plants. 	What plants are found in the immediate environment?
Core Competences to be developed: Communication and collaboration when sharing experiences in groups about plants. Imagination and creativity when drawing and coloring plants. Learning to learn when gathering information through taking a nature walk.				
Link to PCIs: ESD: Environmental awareness.			Link to Values: Unity in working with others.	
Links to other learning activity areas: Religious Activities: Appreciating			Suggested Community Service Learning activities:	

plants as God's creation. Movement and Creative Activities: Drawing and coloring plants.	learners to find out names of plants from parents or guardians.
Suggested non formal activity to support learning: Sing songs on plants during the school assembly.	Suggested assessment: Oral questions, observation and written work on Activity sheet on plants.
Suggested Resources: Nature corner, paint, audio-visual devices, plant pictures, real plants, screen reader.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and correctly identify the plants in the immediate environment.	Learner is able to correctly identify plants in the immediate environment.	Learner is able to sometimes identify some plants in the immediate environment.	Learner rarely identifies plants in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry Questions
1.0 Environment and its resources	1.6 Animals (15 lessons) 1.6.1 Exploring animals in the immediate environment.	By the end of the sub-strand, the learner should be able to: a) identify different animals in the immediate environment; b) observe and explore different animals in the immediate environment; c) appreciate diversity of animals in the immediate environment.	<ul style="list-style-type: none"> Learners to be guided to safely explore animals in the immediate environment. Using stimuli, learners in groups could be guided to observe, explore and identify different animals. Learners could be guided to take a nature walk to observe and explore diversity in animals. Learners could be guided to share their findings on animals that they observed and explored. Learners could be guided to listen to case stories on animals for enjoyment. Learners could be guided to 	What animals are found in the immediate environment?

			gather more information on animals from parents or guardians.	
Core Competence to be developed: Imagination and creativity as learners they tell case stories. Learning to learn as they gather information on animals. Communication and collaboration as they work in groups.				
Link to PCI's: ESD: Environmental awareness. Life skills: Effective communications as learners identify animals.			Link to Values: Respect, kindness, care, safety: learners appreciate animals in their natural environment.	
Link to other learning activity areas: Religious Education: appreciating animals as God's creation. Literacy: listening to stories on animals.			Suggested Community Service Learning activities: Learners to explore animals in the immediate environment.	
Suggested non formal activity to support learning through application: Present a message on care of animal to other learners.			Suggested assessment: Oral questions on identifying animals in the immediate environment.	
Suggested Resources: Models of animals, animals in the environment, animal pictures.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly identify, observe and appreciate different animals in the immediate environment.	Learner is able to correctly identify different animals, observe and appreciate the animals in the immediate environment.	Learner is able to sometimes identify different animals, observe and rarely show appreciation of the different animals in the immediate environment.	Learner rarely identifies and appreciates different animals in the immediate environment.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy (10 Lessons) 1.7.1 Producing sounds	By the end of the sub-strand, the learner should be able to: a) recognize sounds in the immediate environment ; b) identify ways of producing sounds from different objects; c) create sounds from a variety of sources for enjoyment; d) develop curiosity in producing sounds from different objects.	<ul style="list-style-type: none"> • Learners could be guided to take walk to identify sounds in the immediate environment. Learners with total blindness could be provided with verbal description of sources of sound. • Learners could be guided to pair and share the sounds they heard and experienced. • Learners could be guided to imitate sounds from humans, animals, machines or that which is natural (thunder). • Learners could be guided to identify ways of creating sound using the body, objects and voice (plucking, hitting, blowing, shaking, snapping, tapping and clicking). • Learners could be guided to listen to different sounds from common instruments. 	<ol style="list-style-type: none"> 1 What produces sounds in the immediate environment? 2 How could we produce sounds?

	1.7.2 Sounds 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"> identify sounds that alert us on dangers in the immediate environment; discriminate sounds that alert us on dangers for appropriate response; appreciate different sounds that alerts on dangers. 	<ul style="list-style-type: none"> Learners could be guided to come up with different sounds that alert us on dangers. Learners could be guided to identify sounds used to alert us on dangerous situations. In groups, learners could be guided to match different sound alerts with correct danger. Learners could be guided to practice appropriate response to sounds that alert us on dangers. Learners could be guided to ask parents or guardians how to appropriately respond to sounds that alert people on dangers in the community. 	<ol style="list-style-type: none"> What sounds alert us on danger? How could we respond appropriately to various sounds?
	1.7.3 Dangers of loud sounds.	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify sources of loud sounds in the immediate environment; recognize harmful effects of loud sound to health and safety; observe and explore practices that protect us from loud sounds; demonstrate willingness to limit dangers from loud sounds to self and others. 	<ul style="list-style-type: none"> Learners could be guided to explore sources of loud sound in the immediate environment. Learners could be guided to be aware of effects of loud sounds on their wellbeing. Learners could be guided to identify ways of avoiding loud sound. Learners to recite a poem on dangers of loud sounds. 	<ol style="list-style-type: none"> What are the sources of loud sounds? How could loud sound affect us? How could we avoid loud sounds?
<p>Core-competence to be developed: Imagination and creativity when creating sound, dancing and singing. Digital literacy when using digital devices. Learning to learn when identifying sounds used to alert us on danger.</p>				

Self-efficacy – discussing on how to avoid practices that brings about loud sound.	
Links to PCI's: ESD: Environment and its Resources. Life skills: Effective communication, learners produce sounds in different ways. Citizenship: Social cohesion, learners sing and dance to different sounds.	Link to values: Responsibility, Integrity, Respect.
Links to other learning activity areas (s): Language: Reciting poems. Nutrition and Health: Loss of hearing. Movement and creative Arts: Singing and dancing.	Suggested Community Service Learning activity: Display messages that warn on harmful effects of loud sounds.
Suggested non-formal activity to support learning through application Communicate messages of avoiding loud sounds through clubs movements and societies.	Suggested assessment: Sound quiz, written questions.
Suggested Resources: Audio-visual devices, whistles, drums, guitars, shakers, flutes.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Producing sounds	Learner is able to correctly and consistently identify sources of sounds and creatively creates sound.	Learner is able to correctly identify sources of sounds and create sounds.	Learner is able to identify some sources of sounds and creates some sounds.	Learner rarely identifies sources of sounds or creates sounds.
Sounds that alert us on dangers	Learner is able to correctly and consistently make sounds, identify and discriminate sounds that alert on dangers.	Learner is able to correctly identify and discriminate sounds that alert on dangers.	Learner is able to sometimes identify and discriminate some sounds that alert on dangers.	Learner rarely identifies and discriminate some sounds that alert on dangers.
Dangers of loud sounds	Learner is able to correctly and consistently observe and appreciate practices that protect self and others from loud sounds.	Learner is able to correctly observe and appreciate practices that protect self and others from loud sounds.	Learner is able to sometimes observe and appreciate practices that protect self and others from loud sounds.	Learner rarely observes practices that protect one from loud sounds.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
2.0 Social environment	Home Environment (20 lessons) 2.1.1 Caring for things found in the home.	a) name 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"> • Learners could be guided to identify and name things found in the home (utensils and furniture). • Learners could be guided to identify ways of caring for things found in the home (washing and dusting). • Learners could be guided to demonstrate ways of caring for things found in the home. 	<ol style="list-style-type: none"> 1. What things are found in the home? 2. How could we care for things found in the home?
	2.1.2 Keeping home environment clean.	By the end of the sub-strand, the learner should be able to: a) name things that make the home environment dirty; b) participate actively in making the home environment clean; c) demonstrate willingness to keep the home environment clean.	<ul style="list-style-type: none"> • Learners could be guided to name things that make the home environment dirty. • Learners could be guided to demonstrate cleaning of home environment using relevant cleaning activities. • Learners could be guided to visit a nearby home, if possible of an elderly person, and clean the home environment. 	<ol style="list-style-type: none"> 1. What makes our home environment dirty? 2. How could we keep our home environment clean?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	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> <ul style="list-style-type: none"> a) recognize common risks at home; b) observe safety and security in the home environment to avoid risk to self and others; c) demonstrate responsibility towards own safety and security in the home environment. 	<ul style="list-style-type: none"> • Learners could be guided to listen to case story on possible risks in the home. • Learners could be guided to recognize common risks in the home. • Using supporting stimuli, learners could be guided demonstrate ways of keeping safe and secure in the home. • Learners could be guided to talk with parents or guardians and report back on keeping safe and secure in the home. 	<ol style="list-style-type: none"> 1. What are some of the possible risks in the home? 2. How could we keep safe and secure in the home?
	2.1.4 Child Rights and responsibilities in the family.	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify rights of a child in the family; b) demonstrate responsibilities of a child in the family; c) develop a sense of responsibility for family social cohesion. 	<ul style="list-style-type: none"> • Using stimuli materials, learners could be guided to identify child rights in the family (right to a name, nutrition, shelter, schooling and play). • Using stimuli materials, learners could be guided to identify responsibilities of a child in the family. • In groups, learners could be guided to complete a postcard on responsibilities of a child in the family. Learners with total 	<ol style="list-style-type: none"> 1. What are the rights of a child in the family? 2. What are the responsibilities of a child in the family?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
			<p>blindness could be provided with a description of postcard on rest of a child in the family.</p>	
	<p>2.1.5 Meeting family needs.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Recognize basic needs in the family; b) identify ways in which parents or guardians meets basic family needs; c) appreciate the efforts of parents or guardians in meeting family needs. 	<ul style="list-style-type: none"> • Using probing questions learners could be guided to state some of the basic family needs (food, water and shelter). • Learners could be guided to fill printable age appropriate forms on basic family needs. Learners with total blindness could be provided with Braille cards. • Using age appropriate stimuli materials, learners could be guided to identify how parents or guardians meet basic family needs (farming, employment and business). • Learners could be guided to sing songs and recite poems or rhymes on how parents or guardians meet basic family needs. 	<ol style="list-style-type: none"> 1. What are basic family needs? 2. How could parents or guardians meet basic family needs?
<p>Core Competence: Communication and collaboration as they visit a home of the elderly to provide cleaning services. Imagination and creativity as they demonstrate ways of keeping safe and secure at home. Digital literacy as they use digital devices., Learning to learn as they state basic needs.</p>				

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
PCIs: ESD: Safety and Security. Life skills: Moral education and self-awareness. Citizenship: Family responsibilities.			Link to values: Respecting family members, responsibility in meeting family needs, love, and care.	
Link to other learning activity areas: Religious Education: Moral values and responsibilities.			Suggested Community Service Learning activities: Learners to be guided to find out from parents or guardians how they meet family needs.	
Suggested non formal activity to support learning: Learners to sing and recite poems on how parents or guardians meet family needs during a parents' day.			Suggested assessment: Oral questions, observations written questions.	
Suggested Resources: Brooms, brushes, assorted utensils, soap, and post cards.				

Suggested Assessment Rubric

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Caring for things in the home	Learner is able to consistently and correctly name various things found in the home, cares for things found in the home.	Learner is able to correctly name various things found in the home, cares for things found in the home.	Learner is able to occasionally correctly name some things found in the home, cares for some things found in the home.	Learner rarely names and care for things found in the home.
Keeping the home environment clean	Learner is able to consistently and effectively participate in making the home environment clean and appreciate keeping the home environment clean.	Learner is able to correctly participate in making the home environment clean and appreciate keeping the home environment clean.	Learner is able to occasionally participate and appreciate keeping the home environment clean.	Learner rarely participates in making the home environment clean.
Keeping the home safe and secure	Learner is able to consistently identify risks and effectively keeps safe and secure.	Learner is able to correctly identify risks and keeps safe and secure.	Learner is able to occasionally identify risks and keep safe and secure.	Learner rarely identifies risks and keeps safe and secure.
Child rights and responsibility in the family	Learner is able to consistently identify rights and responsibilities in the family and effectively exercises rights and	Learner is able to correctly identify rights and responsibilities in the family.	Learner is able to occasionally identify rights and responsibilities in the family.	Learner rarely identifies rights and responsibilities in the family.

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
	responsibilities.			
Meeting Family Needs	Learner is able to consistently recognize family needs and responsibilities and always appreciate the efforts of parents or guardians in meeting family needs.	Learner is able to correctly recognize family needs and responsibilities and always appreciate the efforts of parents or guardians in meeting family needs.	Learner is able to occasionally recognize family needs and responsibilities and appreciate 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.

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

Strand	Sub –strand	Specific learning outcomes	Suggested learning experiences	Key inquiry questions
	activities.	generating activities for the family c) demonstrate interest in the income generating activities at home.	to use varied stimuli materials to explore income generating activities that could be carried out in the family. <ul style="list-style-type: none"> • Learners could be guided to think pair and share on income generating activities that could be undertaken by the family. • Learners could be guided to share suggestions on income generating activities with guardians or parents. • Learners could be guided to visit an ongoing income generating project for kids. 	
Core Competences to be developed: Communication and collaboration as they discuss ways of making money., imagination and creativity as learners give suggestions on income generating activities. Critical thinking and problem solving as they discuss ways of making money rightfully.				
Link to PCIs and Values: ESD Environmental Education and its resources: environment and its resources. Financial literacy: income generating activities Life skills: Effective communication.			Link to values: Honesty, integrity,	
Links to other learning activity areas: Literacy, Religious Education.			Suggested Community Service Learning activities: discussion with parents or guardians on income generating projects.	
Suggested non formal Activity to support learning Visit an ongoing income generating project for kids.			Suggested assessment: Observation and explore as they perform the poem or sing. Oral Questions on weather.	
Suggested Resources: Currency, audio visual devices				

Suggested Assessment Rubric

Sub - strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Ways of Making money	Learner is able to consistently and creatively identify ways of making money, demonstrate and appreciate rightful ways of making money.	Learner is able to identify ways of making money, demonstrate and appreciate rightful ways of making money.	Learner is able to sometimes identify ways of making money, may demonstrate and appreciates rightful ways of making money.	Learner rarely identifies ways of making money.
Exploring the environment for appropriate income generating activities	Learner is able to creatively and consistently identify and suggest various possible income generating activities for the family.	Learner is able to identify and suggest possible income generating activities for the family.	Learner is able to sometimes identify possible income generating activities for the family.	Learner rarely identifies possible income generating activities for the family.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.1 Caring for plants (5 lessons) 3.1.1 Watering flower beds at school.	By the end of the sub-strand, the learner should be able to: a) point out 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"> Learners to suggest reasons for watering flowers. In groups, learners could be guided to identify things used for watering flowers (<i>watering can, sprinklers, hose pipe, bucket, and improvised watering cans</i>). Learners could be guided to watch age appropriate media on watering of flower beds. Learners could be guided to practice correct procedure of watering flower beds. Learners could be guided to take turns in watering flower 	<ol style="list-style-type: none"> When do we water flower beds? How could we water flower beds?

			beds. • Learners could be guided to participate in planting flowers to beautify the school compound.	
Core Competences to be developed: Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans. Digital literacy, Learning to learn.				
Link to PCIs and Values: Environmental Education: Caring for plants Life skills: Cooperating while taking turns in watering flowers.			Link to values: Responsibility as learners take turns in watering flowers at school.	
Links to other learning activity areas: Religious Education Activities: Respect plants as God’s creation.			Suggested Community Service Learning activities: Participate in watering flowers in school.	
Suggested non formal Activity to support Beautify the school compound through clubs.			Suggested assessment: Observing the procedure of watering flowers.	
Suggested Resources: Water cans, sprinklers, horse pipes, buckets, improvised water cans, audio-visual devices.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and correctly point out when flower beds should be watered at school, water flower beds appropriately within the school environment and demonstrate willingness to take responsibility in watering flowers at school.	Learner is able to correctly point out when flower beds should be watered at school, water flower beds appropriately within the school environment and demonstrate willingness to take responsibility in watering flowers at school.	Learner is able to sometimes point out when flower beds should be watered at school, water flower beds appropriately within the school environment and sometimes take responsibility in watering flowers at school.	Learner rarely points out when flower beds should be watered at school and may water flower beds appropriately within the school environment.

Strand	Sub-strand	Specific learning outcome	Suggested Learning Experiences	Key Inquiry Question(s)
Caring for the environment	3.2 Caring for animals (5 lessons) 3.2.1 Feeding and watering animals	By the end of the sub-strand, the learner should be able to: a) identify 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"> Learners could be guided to identify common feeds, feeding and watering equipment for animals at home. In groups, learners could be guided to share experiences on feeding and watering animals (chicken, cow, cat and dog). Learners could be guided to visit a farm or agricultural show to identify animal feeds and watering equipment. Learners could be guided to practice feeding and watering animals at home. 	<ol style="list-style-type: none"> What do animals at home eat? What equipment do we use in watering and feeding animals at home? How could we keep watering and feeding equipment clean?
Core-competence to be development: Collaboration and communication, Imagination and creativity, Digital literacy, Learning to learn				
Links to PCI's and values: Animal Welfare Education– Freedom for animals.			Links values: Respect and care for animals.	
Links to other learning activity areas: Nutrition and Hygiene: cleanliness Religious Education: Respect of God's creation.			Suggested Community Service Learning activities: Learners are guided to find out from a farm some of the common animal feeds and watering equipment.	
Suggested non-formal activity to support learning through application: Visit a farm or attend agricultural shows to learn more on animals.			Suggested assessment: Oral questions, observation as learners practice feeding and watering animals.	
Suggested Resources: Animals in the environment, feeding troughs, animal models, water, animal feeds.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learners is able to correctly and consistently identify animal feeds and watering equipment for domestic animals, is able to feed, water and clean the watering equipment appropriately.	Learner is able to correctly identify common animal feeds and is able to feed and water animals appropriately.	Learner is able to sometimes identify common animal feeds and is able to feed and water animals appropriately.	Learner rarely identifies common animal feeds and is unable to feed and water animals appropriately.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste responsibly (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 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"> Learners could be guided to brainstorm types of waste from the classroom (Plastic and non-plastics). Learners could be guided to record types of waste (by writing or drawing). Learners could be guided to safely sort out waste from the classroom. Learners could be guided to make a plan to reduce and effectively dispose of waste from the classroom. 	<ol style="list-style-type: none"> What types of waste are found in the classroom? How could we dispose of classroom waste responsibly?
	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 home for safe and effective disposal in the home; c) appreciate the need for safety when handling waste at home to limit risk to self and others.	<ul style="list-style-type: none"> Learners could be guided to identify types of waste found in the home. Learners could be guided to watch video clips on safe handling of wastes. Learners with total blindness could be provided with verbal description of what is happening on the video clips. Learners could be guided to identify safe ways of handling waste in the home. In groups, learners could be guided to simulate safety in handling different types of waste in the home. Learners could be guided to discuss with parents or guardians about safe ways of handling 	<ol style="list-style-type: none"> What wastes are found at home? How could we safely dispose of waste at home?

			<p>wastes in the home.</p> <ul style="list-style-type: none"> Learners could be guided to participate in making sign posts and place them at appropriate places to guide disposal of waste. Learners with total blindness could be guided to make tactile posters and place them appropriately. 	
<p>Core Competences to be Developed: Communication and collaboration, critical thinking and problem solving, as they practice safe handling of different types of waste, learning to learn: gathering information on waste disposal.</p>				
<p>Link to PCIs: ESD: Care of the environment. Life skills: Cooperating with others while working in groups.</p>			<p>Link to values: Responsibility, Respect, Integrity,</p>	
<p>Links to other learning activity areas: Hygiene and Nutrition: Waste disposal.</p>			<p>Suggested Community Service Learning activity: Ask parents or guardians about ways of handling waste.</p>	
<p>Suggested non formal activity to support learning through application: Engage clubs to create sign posts both tactile and large prints and place them at appropriate places to guide disposal of waste.</p>			<p>Suggested assessment: Observation, written assignment.</p>	
<p>Suggested Resources: Plastics and non-plastics, audio visual devices.</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and correctly identify and dispose home and classroom wastes effectively and efficiently.	Learner is able to ccorrectly identify and dispose home and classroom waste effectively.	Learner is able to ssometimes identify and dispose home and classroom wastes effectively.	Learner rarely identifies and disposes home and classroom wastes effectively.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
3.0 Care for the environment	3.4 Caring for water (5 lessons) 3.4.1 Using water sparingly.	By the end of the sub-strand, the learner should be able to: a) recognize 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"> • Learners could be guided to identify ways of using water sparingly at home and school. • Learners could be guided to use age appropriate stimuli material showing various ways in which water is used sparingly. • In groups, learners could be guided to demonstrate the different practices of careful use of water. • Learners could be guided to identify common practices that lead to wastage of water at home and school. • In pairs, learners could be guided to discuss ways of using water sparingly. • Learners could be guided to participate in school water day to share experiences on careful use of water. 	<ol style="list-style-type: none"> 1. How is water wasted at home and school? 2. How could we reduce water wastage at home and school?
Core-competence to be developed: 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.				
Links to PCI's: ESD: Water conservation.			Links to values: Using water sparingly.	
Links to other learning activity areas (s): Hygiene and nutrition: use of water			Suggested Community Service Learning activity Learners to find out from their parents or guardians on how water is used sparingly at home and school.	
Suggested non-formal activity to support learning through application: Organize an event on school water day to share careful use of water.			Suggested assessment: Oral interviews on water use and direct observation of group work.	
Suggested Resources: Water, containers, watering cans, audio-visual devices.				

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to consistently and correctly use water sparingly.	Learner is able to correctly use water sparingly.	Learner is able to sometimes use water sparingly.	Learner rarely uses water sparingly.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5 Conserving Light Energy at Home and School. (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"> Learners could be guided to discuss ways of saving light energy in the home and school. Using stimuli materials, learners could be guided to discuss ways of saving light energy. Learners could be guided to make rules on conserving light energy at home and school. Learners could be guided to colour designed stickers and display them. Learners with total blindness could fill out missing letters on the stickers. The stickers to contain messages on conserving light energy at home and school. 	How could we save light energy at home and school?
Core Competences to be developed: Communication and collaboration: displaying stickers on conserving energy. Critical thinking and problem solving: when they develop rules on conserving light energy at home and school.				
Link to PCIs: ESD: Environmental education; Social environment			Link to values: Responsibility in conserving light,	

Life skills – Responsibility, Self-awareness, Self confidence.	cooperation, honesty.
Links to other learning activity areas: Movement and Creative Arts: designing stickers.	Suggested Community Service Learning activity: Learners to share information with parents or guardians on light saving and report back.
Suggested non formal Activity to support learning through application: Track the use of light energy at home or school to determine if there is a positive change towards conserving energy.	Suggested assessment: Observation, portfolios, checklists.
Suggested Resources: paper, water, Braille writing tools, cardboards, stickers.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and responsibly demonstrate ways of saving light energy at home and school.	Learner is able to responsibly demonstrate ways of saving light energy at home and school.	Learner is able to sometimes demonstrate 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)
1.0 Environment and its resources	1.1 Weather (15 Lessons) 1.1.1 Responding to different weather conditions.	By the end of the topic, the learner should be able to: a) state 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"> • Learners could be guided to observe and discuss prevailing weather conditions, as an outdoor activity. Learners with total blindness could be given a description of weather conditions - clouds, clear sky. • Learners to think, pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy). • Using pictures, video clips, audios learners could be guided to identify ways of responding to various weather conditions. Learners with total blindness could be given verbal description of the video clips. • Learners could be guided to perform a skit on ways of responding to various weather conditions. • Learners could be guided to read or listen to stories about responding appropriately to adverse weather conditions. • Learners to find out from parents, guardians or community members on how to respond to different weather conditions and report back. 	<ol style="list-style-type: none"> 1. What are the different weather conditions? 2. How could we respond to different weather conditions?
	1.1.2 Recording weather conditions.	By the end of the sub-strand, the learner should be able to: a) describe weather	<ul style="list-style-type: none"> • Learners could be guided to observe the weather at different times of the day as an outdoor activity. Learners 	<ol style="list-style-type: none"> 1. How is the weather today? 2. What symbols

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
		<p>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>	<p>with total blindness could be given verbal explanation on how different aspects of weather change - colour of clouds and use tactile, sound to observe changes.</p> <ul style="list-style-type: none"> • Learners could be guided to describe different weather conditions (sunny, windy, cloudy, calm, and rainy). • Learners could be guided to identify weather symbols from charts and other learning resources. • Learners could be guided to practice drawing weather symbols using free hand and electronic devices. • Learners could be guided to observe and record weather conditions of the day using symbols. • Learners could be guided to play relevant and educative computer games on weather conditions. Learners with total blindness could be provided with devices with screen readers and appropriate contrast and font size. • In groups, learners could be guided to observe and record weather conditions over a period of one week and share the chart with others. 	<p>are used to record different weather conditions?</p> <p>3. How could we record weather conditions?</p>
	1.1.3 Interpreting weather messages	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Interpret different weather chart messages to deduce correct</p>	<ul style="list-style-type: none"> • Learners could be guided to use weather charts to interpret different weather symbols. Learners with total blindness to be given Braille cards with embossed symbols. 	<p>1. How could we use symbols to communicate weather messages?</p>

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
		meanings; b) communicate weather chart messages accurately to peers; c) develop interest in interpreting and communicating weather messages using weather symbols.	<ul style="list-style-type: none"> • In pairs, learners could be guided to practice using weather symbols to interpret weather messages. • In a class contest, learners could be guided to compete narrating weather occurrences for a past week weather chart recording. • Learners could be guided to gather more information on weather from parents or guardians. 	2. How could we communicate weather messages to others?
Core Competences to be developed: Communication and collaboration as they work in groups, Critical thinking and problem solving as they record weather and make weather charts.				
Link to PCIs: ESD: Disaster Risk Reduction on weather calamities Service learning: parental engagement.			Links to values: Responsibility, unity and respect.	
Links to other learning activity areas: Religious Activities: Creation			Suggested Community Service Learning activities: sourcing information on weather from parents or guardians.	
Suggested Resources: Weather charts, embossed weather charts, Braille cards, manila paper, Braille writing tools, Digital devices.				
Suggested non formal activity to support learning: track and record weather in their diaries or journals			Suggested assessment: Oral questions, observations of the charts or weather messages, observation of participation in the contest	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
Responding to various weather conditions	Learner is able to appropriately and effectively state and respond to various weather conditions.	Learner is able to appropriately respond to weather conditions.	Learner is able to occasionally respond to weather conditions.	Learner rarely responds to weather conditions.
Recording weather	Learner is able to accurately and creatively draw symbols and record weather conditions.	Learner is able to accurately draw symbols and record weather conditions.	Learner is able to sometimes draw some symbols and record weather conditions.	Learners rarely draw symbols and records weather conditions.
Interpreting weather messages	Learner is able to consistently and correctly interpret weather messages and suggest possible weather conditions for the day.	Learner is able to correctly interpret weather messages.	Learner is able to sometimes interpret weather messages.	Learner rarely interprets weather messages.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 Environment and its resources	1.2 Water (10 Lessons) 1.2.1 Storing water	By the end of the sub-strand, the learner should be able to: a) state 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"> Learners could be guided to explore and observe various ways of storing water at home and in the school. In groups, learners could be guided to share their experiences on why water is stored at homes and school. In groups, learners could be guided to share their experiences on how water is stored at homes and school. Learners could be guided to use video clips, pictures and photographs to identify appropriate ways of storing water at home and school. Learners with total blindness could be given 	<ol style="list-style-type: none"> Why do we store water at home and school? How could we store water at home and school?

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
			verbal descriptions of the clips, photos and pictures. <ul style="list-style-type: none"> Learners could be guided to gather more information on ways of storing water in the community and report back. 	
	1.2.2 Transporting Water	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> identify different ways of transporting water at home and school; demonstrate suitable ways of carrying small quantities of water at home and school; appreciate different means of transporting water at home and school. 	<ul style="list-style-type: none"> In groups, learners could be guided to share experiences on various ways in which water is transported at home and school. Using pictures and video clips, learners could be guided to identify ways of transporting water. Learners read, tell, or listen to stories about transporting water Using age-appropriate containers, learners could be guided to carry and store water for personal use. Learners could be guided to find out how water is transported and stored. 	How is water transported at home and school?
Core-competence to be development: Communication and collaboration as they share experiences on various ways in which water is transported.				
Links to PCI's: ESD: Personal safety in transporting water.			Links values: Responsibility, cooperation, integrity, love.	
Links to other learning activity areas (s): Hygiene and Nutrition: use of clean water.			Suggested Community Service Learning activities: Learners to find out from parents how they transport water.	
Suggested non-formal activity to support learning: Learners could be guided to carry and store water for their personal use using age-appropriate containers.			Suggested assessment: Oral questions and observations on storing and transporting water.	
Suggested Resources: Water, water storage containers, digital devices, pictures, video clips, the surrounding.				

Suggested Assessment Rubric

Sub- Strands	Exceeds Expectation	Meets Expectation	Approaches Expectations	Below expectation
Storing water	Learner is able to correctly and consistently state importance and identifies suitable ways of storing water.	Learner is able to correctly state importance and identifies suitable ways of storing water.	Learner is able to sometimes state importance and identifies suitable ways of storing water.	Learner rarely states importance and identifies suitable ways of storing water.
Transporting water	Learner is able to appropriately and consistently transport water for personal and utilize the water sparingly.	Learner is able to appropriately transport water for personal use.	Learner is able to sometimes transport water for personal use.	Learner rarely transport water for personal use.

Stand	Sub – Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry questions
1.0 Environment and its resources	1.3 Soil (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"> Learners could be guided to model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand). In groups, learners could be guided to model soil ribbons using the soil samples provided (clay, loam, sand). Learners could be guided to observe and explore to find out which soil samples make smooth long ribbons. Learners could be guided to observe and explore tactually how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from 	<ol style="list-style-type: none"> What objects could we make with soil? Which type of soil make good ribbons?

			<p>the different soil samples break up.</p> <ul style="list-style-type: none"> Learners could be guided to visit the nearby community to observe uses of different types of soils (sand for construction, clay for modeling, and loam for agriculture). 	
<p>Core-competence to be developed: Creativity and imagination as they identify and work with different types of soils.</p>				
<p>Links to PCIs: ESD: Environmental awareness.</p>			<p>Links to values: Responsibility and unity when working with groups.</p>	
<p>Links to other learning activity areas (s): Movement and Creative Activities in making ribbons.</p>			<p>Suggested community Service Learning activity: Visiting community to observe uses of different types of soils. Learners with total blindness could be allowed to manipulate and also be given verbal explanations as how soil is used.</p>	
<p>Non-formal activity to support learning: Explore the school neighborhood to observe uses of different types of soils. Learners with total blindness could be given verbal descriptions of colour of different types of soil.</p>			<p>Suggested assessment: Oral questions and observations.</p>	
<p>Suggested Resources: Different types and colors of soil, water, the school neighborhood, ribbons, and pots.</p>				

Suggested Assessment Rubric

Exceed expectations	Meet expectations	Approaching expectations	Below expectations
Learner is able to creatively and consistently model different objects using provided soil samples and associate the balls to characteristics to the various soil samples.	Learner is able to model different objects using provided soil samples.	Learner is able to model some objects using provided soil samples.	Learner rarely model objects using provided soil samples.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1. 4 Plants (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 and describe 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"> • In a nature walk, learners could be guided to, explore different plants in the immediate environment. • Learners could be guided to observe and explore parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants. • Using video clip, audios pictures and photographs learners to identify different parts of a plant. Learners with total blindness could be given verbal descriptions of clips pictures and photographs • In groups, learners could be guided to talk about parts of a plant. • Learners could be guided to draw or take photographs of parts of a plant. Learners with total blindness could be guided to mount different parts of plants on cardboards. • Learners should display their work for further learning and peer-assessment. 	1. What are the different parts of a plant?

	Core Competences to be developed: Communication and collaboration when discussing plants in different habitats. Imagination and creativity when modeling plants. Learning to learn in gathering information through observation and audio-visual clips.	
	Link to PCIs: ESD: Environmental awareness.	Link to values: Respect and unity.
	Link to other learning activity areas: Religious Education: Appreciation of God's creation.	Suggested Community Service Learning activities: Learners learn from peers about plants in different habitats.
	Suggested non formal activity to support learning: Through nature walk, learners are guided to observe and explore plants in different habitats.	Suggested assessments: Observation, oral questions.
	Suggested Resources: real parts of a plant, pictures, photographs, cardboards, video clips, the surrounding, and audios.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learners is able to consistently and correctly identify and draw parts of plants found in the environment and also associate parts of the plants to their uses.	Learner is able to correctly identify and draw parts of plants found in the immediate environment.	Learner is able to sometimes identify and draw 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
1.0 Environment and its resources	1.5 Animals (10 Lessons) 1.5.1 Categorizing animals.	By the end of the sub-strand, the learner should be able to: a) recognize 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"> • Learners could be guided to take a nature walk to observe and identify animals in the environment. Learners with total blindness could identify by listening to verbal cues, smells and touch safe animals. • In groups, and referring from appropriate references learners could be guided to categorize animals using the provided criteria: (domestic/wild, harmful/non-harmful, large/small). • In groups, learners could be guided to use papier mache, clay or plasticine to model different animals. • Learners could be guided to sing song related to different animals. 	<ol style="list-style-type: none"> 1. What animals are found in the immediate environment? 2. How could we categorize animals in the immediate environment?
	Sub-strand	Specific Learning Outcomes	Suggested learning Experiences	Key Inquiry questions
	1.5 Animals (12 Lessons) 1.5.2 Safety when handling animals.	By the end of the strand the learner should be able to: a) Identify possible dangers posed by animals;	<ul style="list-style-type: none"> • Learners could be guided to identify possible dangers that may occur when handling animals. • Learners could be guided to 	<ol style="list-style-type: none"> 1. What dangers can animals pose? 2. In which ways can we protect ourselves from dangers of

		b) Identify safety measures when handling animals; c) Mention and practice safety measures when handling animals; d) Appreciate importance of safety when handling animals.	identify safety measures to follow when handling animals. <ul style="list-style-type: none"> Learners could be guided to demonstrate safe ways of handling animals to avoid injuries/harm on self and the animals. In groups or pairs learners could be given audio-visual clips, to listen to ways of safe handling of animals and be guided to share their experiences on handling animals. Learners with total blindness could be given verbal description of the video clips. 	animals? 3. What harm can we cause to animals when handling them?
Core Competence to be developed: <ul style="list-style-type: none"> Critical thinking and problem solving as they state on handling of animals. Communication and collaboration as they discuss the dangers posed by animals. 				
Link to PCIs: ESD: animal welfare education, safety and security, animal welfare			Link to values: Respect, Responsibility, Love for animals	
Link to other subjects: Hygiene and Nutrition, Languages and literacy.			Suggested Community Service learning: Guest speaker from the animal welfare department to visit school and talk to the learners on safety when handling animals.	
Non formal activity to support learning: Identify dangerous animals and avoid them, practice rearing of animals like rabbits.			Suggested assessment: Oral questions, observation, portfolios.	
Suggested Resources: Audio-visual clips, models of animals, photographs and pictures showing handling of animals.				
Assessment Rubric				
Exceeds Expectations		Meets Expectation		Approaching Expectation
Learner is able to identify dangers, safety measures,		Learner is able to identify dangers, safety measures,		Learner is able to identify some dangers, safety
				Below Expectation
				Learner is unable to consistently identify dangers

	practices, appreciates importance of observing safety and welfare practices when handling animals and further assist others	practices the safety measures and appreciates importance of handling animals.	measures but lacks consistency in practicing safety measures when handling animals.	and safety measures when handling animals.
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Strand:	Sub-Strand	Suggested Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
	1.6 Safety when handling animals.	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"> • Learners could be guided to share their experiences on handling animals. • In groups, learners could be guided to discuss possible dangers that may occur when handling animals. • Learners could be guided to watch video clips, pictures or photographs of safe handling of animals. Learners with total blindness could be given verbal descriptions of the video clips. • Learners could be guided to observe a demonstration from a guest speaker on safety when handling of animals. Learners with total blindness could be involved in hands on demonstrations. • Learners practice or simulate safe ways of handling animals to avoid injuries or harm to self others and the animal. 	How could we protect ourselves from being harmed when handling animals?
Core Competence to be developed: Communication and collaboration sa they discuss the dangers posed by animals, Critical thinking and problem				

solving as they state on handling of animals.	
Link to PCIs: ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety. Citizenship: Social cohesion.	Link to values: Responsibility. Care for animals Unity: Working in groups, Love for animals.
Link to other learning activity areas: Religious Education: Respect for God’s creation.	Suggested Community Service Learning: Guest speaker to discuss animal welfare.
Non-non formal activity to support learning: Organize an essay interclass competition on handling animals; participate in washing animals as a way of caring for them.	Suggested Assessment: Oral, observation and peer assessment on the essays, Oral Questions.
Suggested Resources: Animals in the surrounding, models of animals, pictures, photographs, digital devices, guest speaker, papier mache, plasticine.	

Sub-strands	Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Categorizing animals	Learner is able to consistently and correctly categorize animals in the environment.	Learner is able to correctly categorize animals in the environment.	Learner is able to sometimes categorize animals in the environment.	Learner rarely categorizes animals in the environment.
Safety in animal handling	Learner is able to consistently and correctly observe safety when handling animals.	Learner is able to correctly observe safety when handling animals.	Learner is able to sometimes observe safety when handling animals.	Learner rarely observes safety when handling animals.

Strand	Sub-Strand	Learning Outcomes	Suggested learning experience	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy: Light (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 objects for enjoyment; c) develop interest in different sources of light energy.	<ul style="list-style-type: none"> Learners could be guided to identify and name sources of light. Using relevant pictures and realia, learners could be guided to identify sources of light energy (sun, stars, oil lamps, candles, fire flies, electric bulb, torch and fire). In groups, learners could be 	What are the sources of light?

			<p>guided to discuss different sources of light used in the home.</p> <ul style="list-style-type: none"> • Learners could be guided to produce light using different sources while observing safety. 	
	1.7.2 Forming shadows in light	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) explain how shadows are formed in presence of light; b) manipulate objects to form shadows in presence of lights for enjoyment; c) categorize objects into those that can form shadows and those that cannot in presence of light. 	<ul style="list-style-type: none"> • Learners could be guided to observe different shadows formed by different objects in the school environment. Learners with total blindness could be given verbal description on position on position of shadow and source of light and also allowed to feel affects of shadows. • Learners manipulate different objects to identify shadows of different shapes and sizes. Learners with total blindness could be given verbal description • In groups, learners could be guided to play with objects in presence of light to form shadows. • Learner could be guided to use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). Categorize object that form shadows and those that do not. 	<ol style="list-style-type: none"> 1. How are shadows formed? 2. What objects form shadows?

	1.7.3 Precautions when using light energy	By the end of the sub-strand, the learner should be able to: a) Identify practices in which light energy could harm eyes b) take safety measure against harmful light energy to reduce risk to self and others; c) appreciate safety precautions when using light energy.	<ul style="list-style-type: none"> • Learners could be guided to identify practices that in which light energy could harm the eyes (reading in dim light, looking directly at bright light with bare eyes, long exposure to bright light from electronic devices). • In groups, learners could be guided to discuss safety precautions in protecting self and others from harmful light energy. • Learners could be guided to create messages on awareness of harmful effects of light energy. • Learners could be guided to share messages on harmful effects of light and safety precautions. 	<ol style="list-style-type: none"> 1. How could light energy harm us? 2. How could we protect ourselves from harmful light energy?
Core Competence to be developed: Communication and collaboration as they discuss precautions when using light energy. Imagination and creativity as they manipulate objects to form shadows.				
Link to PCIs: ESD: Disaster Risk Reduction: safety and security.		Link to values: Responsibility, unity in group work.		
Link to other learning activity areas: Languages: Creating safety precaution messages against light energy.		Suggested Community Service Learning activities: invite a resource person to discuss about various sources of light energy and applicable safety precaution when using light energy.		
Suggested non normal activity to support learning: create and share a safety precaution message against bright light.		Suggested assessment: Oral question and observation.		
Suggested Resources: The surrounding, candles, lamps, torches, matches, bulbs fluorescents.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Sources of light	Learner is able to consistently and correctly identify sources of light and use objects to produce light.	Learner is able to correctly identify sources of light and use objects to produce light.	Learner is able to sometimes identify sources of light and uses objects to produce light.	Learner rarely identifies sources of light and uses objects to produce light.
Forming shadows	Learner is able to consistently and correctly explain how shadows are formed, manipulate and categorize objects to form shadows.	Learner is able to correctly explain how shadows are formed, manipulate and categorize objects to form shadows.	Learner is able to sometimes explain 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.
Precautions when using light Energy	Learner is able to consistently and correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Learner is able to correctly identify practices, take safety precautions and communicate precautionary messages against light energy.	Learner is able to sometimes identify some practices, takes safety precautions and communicates precautionary messages against light energy.	Learner rarely identifies practices, takes safety precautions or communicates precautionary messages against light energy.

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 Social environment	2.1 School environment and its neighborhood (20 Lessons) 2.1.1 Locating places using key features.	By the end of the sub-strand, the learner should be able to: a) point out 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"> Learners could be guided to discuss the main features between home and school (physical and build-up features such as rivers, hill, valleys, forest, bridges, road, railway line, buildings). In a nature walk, learners could be guided to point out the main features between home and school. Using video clips, audios, 	<ol style="list-style-type: none"> What are the main features between your home and school? How could you locate a place using main features?

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
			<p>pictures and photographs, learners to identify the main features between home and school. Learners with total blindness to be given verbal description of the photos, pictures, and video clips.</p> <ul style="list-style-type: none"> • Learners could be guided to locate main features between their homes and school (relative location). • Learners could be guided to play games on locating main features between their home and school. • Learners could be guided to practice locating places teacher made sketch maps. Learners with total blindness could be provided with embossed sketch maps. 	
<p>Core-competence to be development: Communication and collaboration as they take nature walk, critical thinking and problem solving when locating places.</p>				
<p>Links to PCIs: ESD: Environmental Education.</p>			<p>Links to values: Unity: working in groups.</p>	
<p>Links to other learning activity areas (s): Languages: naming features.</p>			<p>Suggested community Service Learning activities: Learners to find out more about features found between home and school other learners.</p>	
<p>Suggested non-formal activity to support learning through application: Nature walk to familiarize with the surroundings.</p>			<p>Suggested assessment: Oral questions, observation, project work on modeling main features.</p>	
<p>Suggested Resources: The surrounding, embossed maps, pictures, photographs, video clips, audios, digital devices.</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly identify features, locate places using the main features between home and school and is able to give relative direction using the features besides supporting others	Learner is able to correctly identify features, locate places using the main features between home and school and is able to give relative direction using the features.	Learner is able to sometimes identifies features, locate 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 home and school or give relative direction using the features.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry questions
2.0 Social Environment	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; b) outline the importance of a clean school environment; c) participate in keeping the school environment clean; d) appreciate a clean school environment for health and safety.	<ul style="list-style-type: none"> • Learners could be guided to discuss what makes the school environment dirty. • Using video clips, audios and pictures, learners discuss ways of keeping the school environment clean. Learners with total blindness to be given verbal description of the clips, pictures and audios. • In groups learners could be guided to discuss importance of keeping the school environment clean. • Learners could be guided to practice keeping the school environment clean • Learners recite poem/sing a song about a clean school environment. • Learners could be guided to plan for future school clean-up activities. 	<ol style="list-style-type: none"> 1. How could we keep the school environment clean? 2. Why should we keep the school environment clean?

	2.1.3 Keeping Safe and Secure in School	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify possible dangers in the school; suggest ways of keeping safe and secure in school; develop habits that will keep one safe and secure in school. 	<ul style="list-style-type: none"> Learners could be guided to walk around the school compound to explore and identify what could expose them to danger in the school. In groups, learners identify possible dangers in the school. (By drawing or writing). Using video clips, photographs and pictures, learners could be guided to identify how to keep safe and secure in school. Learners with blindness could be given verbal description of digital devices. Learners could be guided to share ways of keeping safe and secure in school. Learners could be guided to observe demonstrations, learners with visual impairment could be given hands on demonstrations and discussions on how to keep safe and secure in school from a resource person. In groups, learners could be guided to discuss the importance of keeping safe and secure in school Learners could be guided to develop rules on keeping safe and secure in the school Learners could be guided to find out more on keeping safe and secure in school from parents and guardians. 	<ol style="list-style-type: none"> What are the possible dangers in the school? How could we keep safe and secure in school?
<p>Core-competence to be developed: Communication and collaboration as they discuss on keeping safe and secure. Critical thinking and problem solving as they share experiences on areas to avoid in keeping safe and secure.</p>				
<p>Links to PCI's: ESD: Environmental Education, disaster risk reduction Citizenship: Participating in school clean ups.</p>			<p>Links to values: Responsibility and unity as they work in groups.</p>	

Links to other learning activity areas: Hygiene and Nutrition and Religious Education Activities: keeping the environment clean	Suggested Community Service Learning: find out from parents or guardians how to keep safe in school.
Non-formal activity to support: Learners participate in school environmental audit specifically on cleanliness, safety and security	Suggested assessment: oral, observation

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Keeping school environment clean	Learner is able to consistently and correctly outline importance of keeping school environment clean, actively participated in keeping the environment clean.	Learner is able to correctly outline importance of keeping school environment clean, actively participated in keeping the environment clean.	Learner is able to sometimes outline importance of keeping school environment clean, actively participated in keeping the environment clean.	Learner rarely outlines importance of keeping school environment clean, actively participated in keeping the environment clean.
Keeping safe and secure in school	Learner is able to consistently and correctly identify areas of danger, suggest safety activities and develops safe habits.	Learner is able to correctly identify areas of danger, suggest safety activities and develops safe habits.	Learner is able to sometimes identify some areas of danger, suggest 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
2.0 Social environment	2.1.4 The National flag of Kenya.	By the end of the sub-strand, the learner should be able to: a) identify colours of the Kenya National flag as a National symbol; b) demonstrate respect for the Kenya national flag as a National symbol;	<ul style="list-style-type: none"> Using the Kenya National flag and a tactile national flag model for learner's who are totally blind learners could be guided to identify its colours. Learners to observe and describe the expected behavior 	<ol style="list-style-type: none"> What are the colours of the Kenya National flag? How do we demonstrate respect for the Kenya National flag?

		c) appreciate the National flag as a national symbol for National unity.	(stand at attention and show respect) when raising and lowering the National Flag. Learners with total blindness could be given verbal descriptions and hands on demonstration. <ul style="list-style-type: none"> Learners could be guided to draw and colour the National Flag. Learners with total blindness could make tactile models of the national flag. Learners could be guided to find out from parents or guardians the importance of the National flag of Kenya. 	
	2.1.5 The National Anthem of Kenya	By the end of the sub-strand, the learner should be able to: a) identify school occasions when the Kenya National Anthem is sung; b) practice etiquette when singing the Kenya National Anthem; c) appreciate the importance of National Anthem as a symbol of unity.	<ul style="list-style-type: none"> In groups, learners could be guided to sing the National Anthem. Learners could be guided to demonstrate the expected conduct when singing the Kenya National Anthem. Learners with total blindness could be given verbal description of pictures. Using audio recording and pictures, learners to identify occasions when the Kenya National Anthem is sung. Learners to find out from parents or guardians on the importance of National Anthem of Kenya. 	On what occasions do we sing the Kenya National Anthem?
Core-competence to be development: Citizenship: appreciating the National flag and the National anthem. Digital literacy as they audio visual devices.				
Links to PCIs: Citizenship: patriotism and social cohesion when singing the			Links to values: Respect, unity and patriotism.	

National Anthem.	
Links to other learning activity areas (s): Languages, Movement and Creative activities.	Suggested community Service Learning: Finding out from parents or guardians on the importance of National flag.
Suggested non-formal activity to support learning: Interacting with members of the scouting movement to find out more about the National flag and the National anthem.	Suggested assessment: observation and oral questions.
Suggested Resources: The Kenya National flag, colours of the national flag, drawing tools, Braille writing tools.	

Suggested Assessment Rubric

Sub- Strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
The Kenya National flag	Learner is able to consistently and correctly state colours, show respect and appreciates the flag as a National symbol.	Learner is able to correctly state colours, show respect and appreciates the flag as a National symbol.	Learner is able to sometimes state 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.
The Kenya National anthem	Learner is able to consistently and correctly identify occasions when the National Anthem and demonstrate etiquette when singing it.	Learner is able to correctly identify occasions when the National Anthem and demonstrate etiquette when singing it.	Learner is able to sometimes identify 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.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.6 Child Rights and responsibilities	By the end of the sub-strand, the learner should be able to: a) outline Child Rights and responsibilities in the school; b) outline responsibilities of a child in school; c) demonstrate responsibilities of a child in school; d) appreciate child rights and responsibilities for attainment of	<ul style="list-style-type: none"> Learners could be guided to identify Child Rights and responsibilities using age appropriate stories (parental care, health care, protection from exploitation and cruelty). Learners could be guided to discuss some of the 	<ol style="list-style-type: none"> What are the basic Child Rights? What are the responsibilities of a child in school?

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
		social justice.	<ul style="list-style-type: none"> responsibilities of children in school. In pairs, learners could be guided to simulate responsibilities of children in school. Learners could be guided to use media resources on responsibilities of children in school. Learners with visual impairments to be given verbal description of the media resources 	
	2.1.7 School rules.	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> outline the rules that guide conduct in school; state the importance of school rules; participate in making school rules; appreciate the importance of obeying school rules for harmonious living. 	<ul style="list-style-type: none"> Using question learners could be guided to discuss the importance of school rules. Learners could be guided to participate in making school rules. Learners to pair and share their experiences on what happens when school rules are not observed. Learners to be guided to debate on importance of school rules and develop a poster for the school rules. Learners to share the school rules with their parents and guardians. 	<ol style="list-style-type: none"> What are the school rules? What is the importance of school rules?
Core-competence to be development: Citizenship through observing of school rules. Communication and collaboration as they discuss and make rules.				
Links to PCIs: Citizenship: qualities of a good citizen.			Links to values: Responsibility, peace and social justice.	
Links to other learning activity areas (s): Religious Education activities, languages. on making and obeying school rules.			Suggested community Service Learning activity: Learners to share the school rules with their parents and guardians.	

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
Non-formal activity to support learning: Displaying children’s rights, school rules at strategic points in school both in large print and Braille at accessible points			Suggested assessment: Oral questions, observation.	
Suggested resources: manila paper, writing tools, Braille writing tools, adhesives and posters.				

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Children’s Rights and responsibilities	Learner is able to consistently and correctly outline and exercise rights, identify and carry acts responsibly.	Learner is able to correctly outline and exercise rights, identify and carry acts responsibly.	Learner is able to sometimes outline and exercise rights, identify and carry acts responsibly.	Learner rarely outlines and exercises rights, identifies and carries acts responsibly.
School Rules	Learner is able to consistently and correctly outline importance of rules. Actively participates in making and observing the rules.	Learner is able to correctly outline importance of rules. Actively participates in making and observing the rules.	Learner is able to sometimes outline importance of rules and participate in making and observing the rules.	Learner rarely outlines importance of rules or participates in making and observing the rules.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Social environment	2.1.8 Class Leadership	By the end of the sub-strand, the learner should be able to: a) describe a good class leader; b) outline the work of a good class leader; c) appreciate class leadership for harmonious living.	<ul style="list-style-type: none"> Learners could be guided to listen to narrative of inspirational stories of child leaders, heroes or heroines. Learners could be guided to discuss “who is a good class leader”? Learners could be guided to discuss work of a good class leader. Learners could be guided to find out from parents or guardians the good leaders in the community and report back. 	<ol style="list-style-type: none"> Who is a good class leader? What is the work of a class leader?
	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) outline the importance of the school community;	<ul style="list-style-type: none"> In groups, learners could be guided to identify the members of the school community (Head teacher, teachers, non-teaching staff and learners). Learners could be guided to outline 	<ol style="list-style-type: none"> Who are the members of the school community? What is the importance of the school community?

		<p>c) work together with other members of the school community;</p> <p>d) appreciate working together with the school community for sustainable interactions.</p>	<p>the general importance of members of the school community.</p> <ul style="list-style-type: none"> • Learners could be guided to discuss their roles as members of the school community. • Learners to skit different work of members of the school community. 	
Core-competence to be developed: Citizenship: when they learn good leadership and good governance. Communication and collaboration as they take part in the skit .				
Links to PCI: Citizenship: Leadership and good governance and inclusivity			Links to values: Responsibility, honesty, integrity, decision making.	
Links to other learning activity areas (s): Languages, Religious Education			Suggested community Service Learning activities: Learners find out from parents or guardians about the school community.	
Suggested non-formal activity to support learning: open day event to bring the school community together.				
Suggested Resources: Photographs, posters showing leaders in gatherings.				

Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Class leadership	Learner is able to consistently and correctly identify good class leader and the work of the leader.	Learner is able to correctly identify good class leader and the work of the leader.	Learner is able to sometimes identify good class leader and the work of the leader.	Learner rarely identifies good class leader or the work of the leader.
The school community	Learner is able to consistently and correctly identify the members and outlines the importance of and works in the school community.	Learner is able to correctly identify the members and outlines the importance of and works in the school community.	Learner is able to sometimes identify the members and outlines the importance of and works in the school community.	Learner rarely identifies the members and outlines the importance of and works in the school community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
	2.2.2 Initiating a class income	By the end of the sub-strand, the	• In a class discussion,	1. How could we

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
	generating project	learner should be able to: a) Plan for an income generating activity for the class; 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.	learners could be guided to plan for an age-appropriate income generating activity to be carried out by the class in school (duties, resources required and time for the activity) • Learners could be guided to share responsibilities and be guided to carry them out respectively in initiating the selected project. • Learners to be guided to carry out responsibilities as according to the plan.	plan for an income generating activity? 2. How do we manage the income generating activity?
Core-competence to be developed: Imagination and creativity as they create and plan for income generating projects. Critical thinking and Problem solving as they plan for the income from their class income generating projects.				
Links to PCIs: ESD: Financial literacy: Income generating projects; Environmental education.			Links to values: Integrity, teamwork, responsibility, social equity.	
Links to other learning activity areas (s): Mathematical activities- Money			Suggested Community Service Learning activity: find out from guardians/parents about income generating activities at home.	
Suggested non-formal activity to support learning: presenting to the school selected income generating activity for the class.			Suggested assessment: oral questions, observation and project.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Exploring the environment for appropriate income generating activities.	Learner is able to correctly and consistently identify, analyze and determine a workable income generating activities for the class.	Learner is able to correctly identify, analyze and determine a workable income generating activities for the class.	Learner is able to sometimes identify, analyze and determine a workable income generating activities for the class.	Learner rarely identifies, analyzes or determines a workable income generating activities for the class.
Initiating a class income generating project	Learner is able to correctly and consistently plan, start and manage an income generating project for the class.	Correctly plans, starts and manages an income generating project for the class.	Learner is able to sometimes plan, start and manages an income generating project for the class with assistance.	Learner rarely plans, starts and manages an income generating project for the class.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.1 Caring for plants (5 Lessons) 3.1.1.Communicating plant protection messages.	By the end of the sub-strand, the learner should be able to: a) recognize 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"> Learners could be guided to observe pictures, photographs, and video clips and audio recordings of areas where plants have been destroyed. Learners with total blindness could be provided with electronic resources with verbal feedback. In groups, learners could be guided to outline messages on plant protection. Learners could be guided to display as peers assess the plant protection messages developed. In groups, learners could be 	What messages could be used to communicate plant protection?

			<p>guided to create plant protection messages using hand scripts, electronic and print and Braille resources. Learners with total blindness could be provided with electronic resources with verbal feedback.</p> <ul style="list-style-type: none"> • Learners could be guided to share selected plant protection messages with the school community. • Learners recite verses and sing songs on plant protection. 	
<p>Core Competences to be developed: Communication and collaboration when creating plant protection messages, singing and reciting poems. Learning to learn as they gather information on plant protection. Digital literacy when developing electronic messages through electronic resources.</p>				
<p>Link to PCIs: Learner support programme: mentorship and peer education</p>			<p>Links to values: Unity, responsibility and respect for others</p>	
<p>Links to other learning activity areas: Languages -Imagination and creativity: Creating plant protection messages</p>			<p>Suggested Community Service Learning activities: Communicating plant protection messages to the community in various forums.</p>	
<p>Suggested non formal activity to support learning: display plant protection messages to the school community both in large print and Braille.</p>			<p>Suggested assessments: oral questions, observation and project</p>	
<p>Suggested Resources: Plant samples, Braille resources, electronic and print resources, songs, poems, pictures, photographs.</p>				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to creatively and consistently develop appropriate plant protection messages and promotes plant protection.	Learner is able to correctively develop appropriate plant protection messages and promotes plant protection.	Learner is able to sometimes develop some plant protection messages and promotes plant protection.	Learner rarely develops plant protection messages or promotes plant protection.

Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 Caring for the environment	3.2 Caring for Animals (5 Lessons) 3.2.1 Keeping an animal shelter clean and secure.	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping an animal shelter clean at home and school; b) participate in keeping an animal shelter clean at home and school c) suggest ways of making an animal shelter secure at home and school; d) appreciate clean and secure animal shelter to reduce risk to the animals .	<ul style="list-style-type: none"> • Using video clips, audios photographs and pictures, learners to observe and explore animal shelters being cleaned (dog’s kennel, rabbit hutch and cow shed) and descriptions of clean animal shelters. Learners with total blindness to be given verbal description of the video clips, photographs and pictures. • Learners to shoot photos at home of clean animal shelter and share with others. Learners with total blindness could describe clean animal shelters. • In groups, learners could be guided to discuss ways of keeping an animal shelter clean. • In groups, learners to be guided to participate in keeping animal shelters clean at home or in school. • In groups, learners could be guided to discuss how to make animals shelter secure. • Learners sing or tell stories about clean and secure animal shelters. 	<ol style="list-style-type: none"> 1. How could we keep an animal shelter clean? 2. How could we make an animal shelter secure?

Core-competence to be development: Communication and collaboration as they discuss on how to keep animal shelters clean. Digital literacy when shooting photographs and using electronic resources.	
Links to PCIs: ESD: animal welfare: keeping animals clean and secure safety for animals, kindness to animals.	Links to values: Responsibility, keeping animal shelter clean and secure.
Links to other learning activity areas (s): Religious Education activities: God's creation	Suggested community Service Learning activity: Learners to visit a nearby farm and observe animal's shelters.
Suggested non-formal activity to support learning: Organize inter-class verse completion on clean and secure animal shelters.	Suggested assessment: Observation, oral question.
Suggested Resources: Models of animal shelters, models of animals, animals in the surrounding, digital devices, animal pictures.	

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Learner is able to consistently and correctly identify ways and participate in making animal shelter clean secure.	Learner is able to correctly identify ways and participate in making animal shelter clean secure.	Learner is able to sometimes identify ways and participate in making animal shelter clean secure.	Learner rarely identifies ways or participates in making animal shelter clean secure.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste (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"> In groups, learners could be guided to identify different types of waste in the school environment. In groups or pairs, learners could be guided to share their experiences on different types of waste in school. Using videos, audios, pictures and photographs, learners to identify different types of waste. Learners 	What types of waste is found in our school environment?

			<p>with total blindness could be given verbal description of pictures or photographs.</p> <ul style="list-style-type: none"> Using appropriate educative multimedia games, learners could be guided to sort out different types of wastes. Learners with visual impairment could be given devices with screen readers and appropriate colour contrast and font size In groups, learners could be guided to 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. 	
	3.3.2 Safety in handling waste in school.	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> identify dangers when handling waste in school; practice safety measures when handling wastes in school; communicate safety measures when handling waste in school; appreciate the need of safety in handling waste in school to limit risks to self, others and the environment. 	<ul style="list-style-type: none"> Through probing questions, learners could be guided to identify dangers when handling wastes in school. Using multimedia resources, learners could be guided to outline safety measures in handling waste in school. Learners with total blindness could be provided with devices with appropriate screen readers and colour contrast and font size. Learners could be guided to listen to a resource person talking on dangers and safety 	<ol style="list-style-type: none"> What dangers are we likely to face when handling different types of waste in school? How should we safely handle different types of waste in

			measures when handling wastes in school. <ul style="list-style-type: none"> • Learners could be guided to simulate safety measures when handling waste in school. • 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. 	school?
Core Competences to be developed: Communication and collaboration when promoting safety measures through messages. Digital literacy when they use of multimedia resources.				
Link to PCIs: ESD: Environmental Education: managing waste responsibly, safety and security, practice safety measures in handling waste in school.			Links to values: Respect and unity: working in groups and pairs	
Links to other learning activity areas: Languages, Hygiene and Nutrition			Suggested Community Service Learning activity: Inviting a resource person to share on waste management.	
Suggested non formal activity to support learning: Participating in safe disposal of waste in school.			Suggested assessment: oral questions and observation.	
Suggested Resources: Multimedia resources, different types of waste material, dustbins, the surrounding and resource person.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly identify waste and dangers; safely sort waste for appropriate disposal and promote safety in waste disposal at school besides supporting others	Learner is able to correctly identify waste and dangers; safely sort waste for appropriate disposal and promote safety in waste disposal at school.	Learner is able to sometimes identify waste and dangers; safely sort waste for appropriate disposal and promotes safety in waste disposal at school.	Learner 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
3.0 Caring for the environment	3.5 Caring for water (5 Lessons) 3.5.1 Keeping stored water safe.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) state the importance of keeping water safe for human and animal use at home and school; b) participate in keeping stored water safe at home and school; c) appreciate importance of keeping stored water safe for human and animal use. 	<ul style="list-style-type: none"> • Learners could be guided to take an excursion around the neighborhood to identify safely stored or unsafely stored water. Learners with total blindness could be given verbal descriptions of the environment. Then in groups, learners could be guided to discuss the importance of keeping water safe. • In groups, learners could be guided to share experiences on what makes water unsafe at home and school. • Using multimedia resources, learners with visual impairment could be given devices with appropriate screen readers, colour contrast and font size. Learners could be guided to identify ways of keeping stored water safe. • Learners observe demonstrations on methods of keeping stored water safe at home and in school. 	<ol style="list-style-type: none"> 1. How could we keep stored water safe? 2. What do store water in?

			Learners with total blindness could be given hands on demonstrations and verbal feed back.	
	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"> • In groups, learners could be guided to discuss how water could be re-used at home and school. • Using video clips, audios, videos, pictures and photographs, learners to observe various ways of re-using water. Learners with total blindness could be given verbal descriptions of photographs of pictures. • Learners could be guided to visit the community to find out how water is re-used to reduce wastage. • Learners should suggest how they could participate in re-using water to reduce wastage at home and school. 	How could we re-use water at home and school?
Core-competence to be development: Communication and collaboration as they work in groups sharing experiences. Critical thinking and problem solving as they practice water conservation.				
Links to PCIs: ESD: Environmental conservation, caring for water.			Links to values: Responsibility in keeping water safe	
Links to other learning activity areas (s): Hygiene and Nutrition: waste management			Suggested community Service Learning activity: Excursion to the school neighborhood to interact with the community to find out how they store water.	
Suggested non-formal activity to support learning: Organize a clean and safe storage of water week to enrich learners’ experience.			Suggested assessment: Oral questions and observation. Filling in a teacher made activity sheet on caring for water.	
Suggested Resources: The surrounding, water storage containers, multimedia devices.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keeping stored water safe	Learner is able to consistently and correctly states the importance and participates in keeping stored water safe.	Learner is able to correctly state the importance and participates in keeping stored water safe.	Learner is able to sometimes state the importance and participate in keeping stored water safe.	Learner rarely states importance or participate in keeping stored water safe with assistance.
Re-using water to control wastage.	Learner is able to consistently and correctly suggest how water is re-used and participates in re-using water to control wastage.	Learner is able to correctly suggest how water is re-used and participates in re-using water to control wastage.	Learner is able to sometimes correctly suggest how water is re-used and participates in re-using water to control wastage.	Learner 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)
3.0 Care for the environment	3.5.3 Conservation of Energy (5 Lessons) 3.5.3.1 Communicating energy conservation messages.	By the end of the sub-strand, the learner should be able to: a) recognize appropriate messages on energy conservation; b) create 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"> • Through probing questions, learners could be guided to discuss reasons for conserving energy. • Using video clips, and audios newspaper cuttings and brochures, learners identify simple messages on conserving energy. Learners with total blindness could be given verbal descriptions of brochure • In pairs, learners could be guided to create simple persuasive energy conservation messages. • Learners display and peer assesses the energy conservation messages. • In groups, learners are guided 	What messages could be used to communicate conservation of energy?

			to read aloud the energy conservation messages they develop.	
Core Competences to be developed: Communication and collaboration when creating energy conservation messages. <ul style="list-style-type: none"> • Learning to learn when they gather information on energy conservation messages. • Self efficacy: show casing their messages. 				
Link to PCIs: ESD: Environmental Education: passing information on conservation			Links to values: Responsibility and unity: cooperation in creating messages.	
Links to other learning activity areas: Languages; Movement and Creative activities. Creating energy conservation messages and reciting a poem			Suggested Community Service Learning activity: Communicating energy conservation messages to the community.	
Suggested non formal activity to support learning: Hold inter-class display on energy conservation messages display should have appropriate contrast and font size and some should be in Braille			Suggested assessment: observation, oral question and project on developing messages.	
Suggested Resources: Audio-visual devices, brochures, newspaper cuttings, Braille posters and video clips.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and correctly recognize, create and display energy conservation messages.	Learner is able to correctly recognize, create and display energy conservation messages.	Learner is able to sometimes recognize, create and display some energy conservation messages.	Learner rarely recognizes, creates or displays energy conservation messages.

GRADE 3

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather (5 Lessons) 1.1.1 Exploring unfavourable weather conditions.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe unfavourable weather conditions; observe and explore the effects of unfavourable weather conditions for safety; develop curiosity in identifying effects of weather conditions in the environment. 	<ul style="list-style-type: none"> Using relevant stimuli materials, learners could be guided to discuss the meaning of unfavourable weather conditions (<i>floods and drought</i>). Using multimedia resources, learners could be guided to play relevant educative games on effects of unfavourable weather conditions. Learners with total blindness could be given verbal description on the relevant educative games. In groups, learners could be guided to share their experiences on effects of unfavourable weather conditions. Learners could be guided to simulate unfavourable weather conditions and the effects. Learners to listen to stories on unfavourable weather conditions and its effects from elders in the community. 	<ol style="list-style-type: none"> How could weather conditions be unfavourable? What happens when the weather conditions become unfavourable?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
	1.1.2 Keeping safe from unfavourable weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify ways of keeping safe from unfavourable weather conditions;</p> <p>b) keep safe from unfavourable weather conditions;</p> <p>c) demonstrate knowledge of keeping safe from unfavourable weather condition.</p>	<ul style="list-style-type: none"> Using age appropriate stimuli, learners could be guided to identify ways of keeping safe from unfavourable weather conditions (floods, drought). In groups, learners could be guided to share experiences on how to keep safe from unfavourable weather conditions. Learners to simulate how to keep safe from unfavourable weather conditions. Learners with total blindness could be given verbal description on the simulation. Learners could be guided to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and report back. 	How could we keep safe from unfavourable weather conditions?
<p>Core Competences to be developed: Communication and collaboration as they share experiences in groups. Critical thinking and problem solving as they discuss on how to keep safe from unfavourable weather conditions.</p>				
<p>Link to PCIs: ESD: Environmental Education; effects of unfavourable weather; Disaster Risk Reduction, concern on effects of unfavourable weather</p> <p>Citizenship: Social Cohesion: Learners share experiences</p>			<p>Links to values: Responsibility; respect-learners share experiences in groups</p>	
<p>Links to other learning activity areas: Languages: listening to cultural stories on</p>			<p>Suggested Community Service Learning activities:</p>	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
weather.			Learners to interact and find out from their parents or guardians on how to keep safe during unfavourable weather conditions.	
Suggested non formal activity to support learning through application: Learners to develop keep safe messages for the school.			Suggested assessment: Written work, oral questioning and simulated computer exercises.	
Suggested Resources: Multimedia resources, weather charts, weather symbols, embossed weather symbols and charts, the environment.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Exploring unfavourable weather conditions	Learner is able to consistently and correctly describe unfavourable weather and identifies its effects	Learner is able to demonstrate ability to observe and identify effects of unfavourable weather and keep safe from unfavourable weather conditions.	Learner is able to demonstrate some knowledge to observe and identify effects of unfavourable weather and how to keep safe.	Learner is unable to demonstrate ability to observe and identify effects of unfavourable weather and keep safe
Keeping safe from unfavourable weather conditions	Learner is able to consistently and correctly identify ways of keeping safe and demonstrate knowledge of keeping safe from unfavourable weather conditions.	Learner is able to correctly identify ways of keeping safe and demonstrate knowledge of keeping safe from unfavourable weather conditions.	Learner is able to sometimes identify ways of keeping safe and demonstrates 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.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
1.0 Environment and its resources	1.2 Water (5 lessons) 1.2.1 Making water safe for use	By the end of the sub-strand, the learner should be able to: a) identify ways of making water clean and safe for use at home;	<ul style="list-style-type: none"> Learners could be guided to listen and respond to case story on the need to use clean and safe water. Learners could be guided to share experiences on 	How could we make water clean and safe for use at home?

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
		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.	how to make water clean and safe for use at home <ul style="list-style-type: none"> • Learners could be guided and explore to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation, filtering, boiling). Learners with total blindness could be given a verbal description of a sample of dirty water. • Learners could be guided to make a simple water filter using locally available materials. • Learners could be guided to decant filter and boil water to make it clean and safe for use. 	
Core-competence to be developed: Critical thinking and problem solving as they discuss on how to make water and keep safe for future use. Imagination and creativity when they practice making water safe and clean by use of locally available materials. Learning to learn when they learn that dirty water can be made safe for use.				
Links to PCI's: ESD-Environmental Education: Environment and water, Effective communication: learners name methods of making water clean and safe for use			Links to values: Responsibility and unity	
Links to other learning activity areas (s): Hygiene and Nutrition, Movement and Creative art; Literacy			Suggested Community Service Learning activities: sharing with parents or guardians on different ways of making water clean and safe for use.	

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
Suggested non-formal activity to support learning through application: Giving a message at the school assembly on clean and safe water for use.		Suggested assessment: Oral questions, observe as they work in groups, written questions, project work on making water filter.		
Suggested Resources: Water, water containers, improvised water filters, pieces of cloth, source of heat, dirty water.				

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
<ul style="list-style-type: none"> Learner is able to consistently and correctly identify ways of making water clean, creatively construct a simple water filter, and make water clean and safe for use at home. 	Learner is able to correctly identify ways of making water clean, construct a simple water filter, and make water clean and safe for use at home.	Learner is able to sometimes identify ways of making water clean, constructs a simple water filter, and makes water clean and safe for use at home.	Learner rarely identifies ways of making water clean, constructs a simple water filter, or makes water clean and safe for use at home.

Strand	Sub –strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.3 Soil (10 Lessons) 1.3.1 Exploring soil characteristics	By the end of the sub-strand, the learner should be able to: a) Differentiate soils by texture from provided soil samples; b) differentiate soils by size of soil particles from provided soil samples; c) name the three types of soils	<ul style="list-style-type: none"> Learners could be guided to explore the environment and collect different soil samples (sand, loam and clay). In groups, learners could be guided to feel between their fingers the different soil samples and record findings (course, medium, fine). 	How can we differentiate types of soils?

Strand	Sub –strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
		<p>based on their characteristics</p> <p>d) develop interest in characteristics of soil as an environmental resource.</p>	<ul style="list-style-type: none"> • Learners could be guided to share their experiences on how different samples of soils feel between their fingers. • Learners could be guided to observe and explore the particle sizes of the three soil samples (large, medium and small sized particles) • Learners could be guided to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner. • Learners should find out from parents or guardians on the types of soils found in their locality and report back. 	
<p>Core-competence to be development: Learning to learn when they make charts and recordings. Communication and collaboration as they explore the environment to study different soil samples.</p>				
<p>Links to PCI's: Effective communication: learners name types of soil; ESD: Environmental Education: Environment and soil.</p>			<p>Links to values: Unity –in groups learners discuss characteristics of soil.</p>	
<p>Links to other learning activity areas (s): Movement and Creative Arts activities – displaying types of soils.</p>			<p>Suggested community Service Learning activities: Find out and report back from parents or guardians on the types of soils found in their locality</p>	
<p>Suggested non-formal activity to support learning through application: Recite a poem on soil. Observe and explore different soil particles to establish textures.</p>			<p>Suggested assessment: Oral questions, observation as they work in groups, written questions, assessing the displayed project.</p>	
<p>Suggested Resources: Different soil samples, writing material, Braille writing material and tools, carton boxes, tactile charts, soft boards.</p>				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly differentiate soil textures, size of particles and deduce name of soil based on their characteristics.	Learner is able to correctly differentiate soil textures, size of particles and deduce name of soil based on their characteristics.	Learner is able to sometimes differentiate soil textures, size of particles and deduces 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)
1.0 Environment and its resources	1.4 Plants (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 is in plants.	<ul style="list-style-type: none"> Learners could be guided to carry out a nature walk to observe, explore and identify the plants (edible/non-edible, thorny/non-thorny, and poisonous/non-poisonous). Learners with total blindness could be guided on safety and security as they explore the plants. Learners could be guided to take photographs of different plants during the nature walk. Learners with total blindness to be given verbal description on different plants during the nature walk. Using relevant stimuli materials, learners could be guided to categorize plants according to specified features (edible/non-edible, thorny/non-thorny, and poisonous/non-poisonous). Learners should draw one type of plant and share their work with 	How could we categorize plants?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
			others. Learners with total blindness could be guided on explaining different types of plants brought in class.	
	1.4.2 Safety when handling plants	By the end of the sub-strand, the learner should be able to: a) describe safe ways of handling different plants; b) observe and explore safety when handling different plants in the immediate environment; c) appreciate the need to handle plants responsibly to reduce health risks.	<ul style="list-style-type: none"> • Learners to watch video clips or pictures or posters on safety when handling plants • Learners with total blindness could be given verbal description of the video clips pictures and posters on safety of handling plants. • Learners could be guided to listen to a resource person on safety when handling plants. • Learners could be guided to share information on how to handle different plants. • Learners could be guided to simulate safety when handling plants. Learners with total blindness could be given a verbal description on safety while handling plants. 	How could we handle plants safely?
Core Competences to be developed: Learning to learn when they learn that some plants can be poisonous. Communication and collaboration as they watch and listen to video clips.				
Link to PCIs: Disaster risk reduction; safety when handling plants. ESD –Environmental Education			Link to values: Responsibility, care for plants, respect the rich diversity in plants.	
Links to other learning activity areas: Hygiene and Nutrition			Suggested Community Service Learning through application: Learners listen to a guest speaker on plant safety.	
Suggested Non formal Activity to support learning: learners to present a message on safe ways when handling plants to enhance safety in print and Braille.			Suggested assessment: oral questions, written questions, e-assessment or quiz.	
Suggested resources: A variety of plant samples, video clips, pictures, posters, embossed posters.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Categorizing plants	Learner is able to consistently and correctly identify and categorize plants according to specified features.	Learner is able to correctly identify and categorize plants according to specified features.	Learner is able to sometimes identify and categorize plants according to specified features.	Learner rarely identifies or categorizes plants according to specified features.
Safety when handling plants	Learner is able to consistently and correctly describe and observe safety when handling plants	Learner is able to correctly describe and observe safety when handling plants.	Learner is able to sometimes 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
1.0 Environment and its resources	1.5 Animals (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"> Learners could be guided to use stimuli materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, and tourist attraction). Learners could be guided to discuss the different food products people get from animals (meat, milk, eggs, and honey). In groups, learners could be guided to make a journal on uses of animals to people as a class project. Learners with total blindness could be given verbal description on the 	What are the uses of animals to people?

			importance of animals. • Learners could be guided to discuss with the teacher the suggested assessment criteria for the project and timeframe.	
Core Competence to be developed: Learning to learn as they identify different uses of animals. Imagination and Creativity when making a journal on uses of animals to people. Communication and collaboration as they discuss uses of animals to people.				
Link to PCI's: ESD: animal welfare Education: Environment and its resources. Life skills: Effective communication; learners state the importance of animals to humans.			Link to values: Responsibility, care, love: learners appreciate the usefulness of animals to people.	
Link to other learning activity areas: Religious Education: appreciating God's creation.			Suggested community service learning activity: Finding out on the uses of different animals from parents or guardians.	
Suggested non formal activity to support learning: learners to display the class project for the other learners to appreciate. Verbal description of display in the class			Suggested assessments Oral questions, observe as they work in groups, written questions.	
Suggested Resources: Animal product samples, sample of a class journal, animals in the surrounding, writing materials, Braille writing material and tools.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaching expectations	Below expectation
Learner is 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 is able to sometimes 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
1.0 Environment and its resources	1.6 Energy: Heat (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"> Using relevant stimuli materials, learners could be guided to identify sources of heat in the environment (sun, gas cooker, electric cooker, and charcoal burner, traditional jiko, stove). Learners could be guided to think pair and share their experiences on sources of heat at home and community. In groups, learners could be guided to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene). Learners with total blindness could be given tactile cards to match sources with fuels. Learners should interact with parents or guardians to appreciate the types of fuels used in the community and report back. 	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) identify uses of heat energy in the environment; b) use heat energy responsibly to promote conservation and safety; c) appreciate conservation of	<ul style="list-style-type: none"> Learners could be guided to discuss uses of heat energy (warming, cooking, ironing, drying). Learners to use multimedia resources could be guided to find out uses on heat energy in daily life. Learners with total blindness could be given 	How is heat energy used in daily life?

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
		heat energy in daily life.	a verbal description on the uses of heat energy. <ul style="list-style-type: none"> • In groups, learners could be guided to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking and drying). 	
	1.6.3 Dangers of heat energy.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify materials that can start fire in the house; b) identify the dangers of heat energy; c) demonstrate how to move out of the house in case of a fire outbreak. 	<ul style="list-style-type: none"> • Learners could be guided to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity) • Learners could be guided to identify common causes of fire. • Learners could be guided to simulate how to move out of a building in case of a fire outbreak. Learners with total blindness could be given verbal instructions on how to move in case of fire. • Learners could be guided to visit a fire station or listen to a resource person for more information on fires and safe evacuation procedures. • Learners could be guided to develop “Dos” and “Don’ts” list during fire. The list should be shared at school and at home. 	<ol style="list-style-type: none"> 1. What are the dangers of heat energy? 2. Which materials cause fire? 3. How should we safely evacuate a person from a fire?

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
Core-competence to be development: Collaboration and communication as they share experiences on sources of heat at home. Learning to learn as they learn what to do in case of fire. Imagination and creativity as they develop a list of Do's and Don'ts during fire outbreak.				
Links to PCI's: ESD: Disaster risk reduction; Environmental Education: Environment and its resources: Energy Life skills: Effective communication; learners discuss in groups dangers of heat at home.			Links to values: Cooperation, responsibility	
Links to other learning activity areas (s): Hygiene and Nutrition			Suggested community Service Learning activity: visit to a fire station	
Suggested non-formal activity to support learning through application: Sharing the DOs and DONT's during fire outbreak in a school assembly.			Suggested assessment: observation, oral questions, and written exercises.	
Suggested Resources: Sources of heat, samples of fuel, tactile cards, posters and pictures.				

/Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Sources of heat	Learner is able to consistently and correctly identify sources of heat and match the heat to their fuels.	Learner is able to correctly identify sources of heat and match the heat to their fuels.	Learner is able to sometimes identify sources of heat and matches 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 is able to consistently and correctly identify and uses heat sources and appreciate conservation of heat in the environment.	Learner is able to correctly identify and uses heat sources and appreciate conservation of heat in the environment.	Learner is able to sometimes identify and uses 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 is able to consistently and correctly identify material that can start fire, dangers of heat and demonstrate moving out for safety.	Learner is able to correctly identify material that can start fire, dangers of heat and demonstrate moving out for safety.	Learner is able to sometimes 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)
<p>2.0 Social environment</p>	<p>2.1 Harmonious Living in the Community</p> <p>(25 Lessons)</p> <p>2.1.1 Sanitation in the community.</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe ways of keeping the market place clean;</p> <p>b) participate in keeping the market place clean to promote social cohesion;</p> <p>c) appreciate a clean market place for good health.</p>	<ul style="list-style-type: none"> • Learners could be guided to visit a market place, explore the sanitation. • Learners could be guided to observe cleaning activities at a market place from a video clip or photograph. Learners with total blindness could be given a talk on cleaning activities at a market. • Learners could be guided to reflect, think and share their experiences on the sanitation situation in the market place. • Learners could be guided to discuss ways of keeping the market place clean. • Learners could be guided to discuss the role their parents or guardians play during a market cleaning day. • Learners could be guided to display posters with persuasive messages during market cleaning days. Learners with total blindness could be given verbal description of the posters. 	<p>How could we keep our market place clean?</p>
	<p>2.2 Keeping safe in the community</p> <p>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</p>	<ul style="list-style-type: none"> • Learners could be guided to listen actively to a relevant age appropriate case story on responding to strangers. • Learners could be guided to watch a video clip on how they could respond appropriately to strangers. Learners with total blindness to be given verbal description of the clips. • In groups, learners could be guided to reflect, share and report back their experiences about responding to strangers. 	<p>How could we respond appropriately to strangers?</p>

		keeping safe to limit risks.	<ul style="list-style-type: none"> • Learners could be guided on how to use phone when in danger. • Learners could be guided to simulate ways of responding appropriately to strangers. Learners with total blindness could be given verbal instructions on ways of responding appropriately to strangers. • Learners could be guided to find out from parents or guardians appropriate ways of responding to strangers. 	
	2.2.2 Safe and dangerous places in the community.	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify safe places in the community; b) identify dangerous places in the community; c) keep personal safety in the community; d) respond appropriately to security threats in the community. 	<ul style="list-style-type: none"> • Learners to discuss and identify safe places in the community. • Learners to discuss and identify dangerous places in the community. • Learners could be guided to do age appropriate community mapping to identify and mark the safe places and dangerous places. • Learners could be guided to recognize indications of dangerous places and situations using the map. Learners with total blindness could be given verbal description on how to locate land marks. • Learners could be guided to respond appropriately to threats against safety. • Learners could be guided to discuss with their parents or guardians about dangerous places in the community and report back. 	What are the dangerous places in the community?

	<p>2.3 Safe Travel 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 and explore 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"> • Learners could be guided to observe stimuli materials to recognize basic road safety signs (pedestrian crossing, stop sign, and traffic lights). Learners with total blindness could be given a verbal description the road signs. • Learners could be guided to visit a nearby road or children’s park for a demonstration on appropriate use of the basic road signs. • Learners could be guided to play an educative multimedia game on basic road signs. Learners with total blindness could be given a talk on messages that promote cultural and environmental events, social well being. • Learners could be guided to ask their parents or guardian to take them on a safety walk around their neighborhood and report back. 	<p>How do basic road safety signs enable safe travel?</p>
	<p>2.4 Environmental and cultural events in the community</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>	<ul style="list-style-type: none"> • Learners to use stimuli materials on cultural and environmental events in the community • Learners to discuss on environmental and cultural events that promote social wellbeing(tree planting, cultural festivals). • In groups, learners to design posters on messages that promote cultural and environmental events to promote social well being. • Learners to inquire from elders, parents or guardians about environmental and cultural events 	<ol style="list-style-type: none"> 1. What is the importance of environmental and cultural events? 2. How could we participate in environmental and cultural events in the community?

		c) develop interest in environmental and cultural events that promote social wellbeing in the community.	that promote social wellbeing and report back. •	
Core Competences to be developed: Communication and collaboration as they discuss on environmental and cultural events. Learning to learn as they gather information from parents or guardians. Imagination and creativity as they talk about ways of responding to strangers.				
Link to PCIs: Citizenship: social cohesion; learners discuss roles of community in caring for environmental resources ESD: Environmental Education, harmonious living in the community.			Link to values: Responsibility, peace, social justice.	
Links to other learning activity areas: Movement and Creative activities, Languages: on listening to case stories.			Suggested Community Service Learning activities: Learners gathering information from parents or guardians.	
Suggested non formal activity to support learning through application: sharing messages during community events, designing of posters by low vision on messages			Suggested assessment: Observation, oral questions and written work.	
Suggested Resources: Video clips,				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Sanitation in the community	Learner is able to consistently and actively participate in keeping the market place clean and appreciate a clean market.	Learner is able to actively participate in keeping the market place clean and appreciate a clean market.	Learner is able to sometimes occasionally participate in keeping the market place clean.	Learner rarely participates in keeping the market place clean.
Keeping safe in the community	Learner is able to creatively and appropriately respond to strangers and take personal responsibility to keeping safe.	Learner is able to respond appropriately to strangers and take personal responsibility to keeping safe.	Learner is able to sometimes respond to strangers appropriately or take personal responsibility to keeping safe.	Learner rarely responds to strangers appropriately or takes personal responsibility to keeping safe.

Sub-strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Safe and dangerous places in the community	Learner is able to consistently and correctly identify safe and dangerous places and respond appropriately to security threats.	Learner is able to correctly identify safe and dangerous places and respond appropriately to security threats.	Learner is able to sometimes identify safe and dangerous places and respond appropriately to security threats.	Learner rarely identifies safe and dangerous places or responds appropriately to security threats.
Basic road safety signs	Learner is able to consistently and correctly identify and use basic road safety signs for safe travel.	Learner is able to correctly identify and use basic road safety signs for safe travel.	Learner is able to sometimes identify and use 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 is able to innovatively and actively identify and participate in environmental and cultural events that promote social wellbeing in the community.	Learner is able to actively identify and participate in environmental and cultural events that promote social wellbeing in the community.	Learner is able to sometimes identify and participate 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.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
2.0 Social environment	2.2 Enterprise projects (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	<ul style="list-style-type: none"> Learners could be guided to identify ways of using waste to generate income (Collection, sorting, Reducing Reusing, recycling). Learners could be guided to observe and explore varied stimuli materials in waste management activities to 	What activities could learners undertake to generate income from waste management?

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
		<p>generate income at school; d) develop interest in undertaking income generating activities in waste management.</p>	<p>derive suitable activities for income generation. Learners with total blindness could be given verbal descriptions.</p> <ul style="list-style-type: none"> • Learners could be guided to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity). • Learners could be guided to discuss and develop a plan to undertake the income generating activity that will use waste from the immediate environment. • Learners could be guided to implement the selected project for managing waste to generate income. Learners with total blindness could be guided using verbal explanations. • Learners could be guided to discuss with parents or guardians on waste management activity that could generate income at home. 	

Core-competence to be developed: Critical thinking and problem solving as learners undertake the income generating activity that will use waste. .Communication and collaboration as learners discuss ways of waste management.	
Link to PCI's: ESD: Environmental Education; social environments Financial literacy: Enterprise projects Citizenship: Social cohesion: learners share ideas on income generating activities.	Link to values: Responsibility; learners find out from parents income generating activities
Suggested non-formal activity: discussion on importance of managing waste to generate income. Implementing of activity of managing of waste (project)	Suggested community Service Learning activity: Find more from parents or guardians on how to sell products
Links to other learning activity areas (s): Mathematics; Money	Suggested assessment : Oral questions ,Project work
Suggested Resources: Sample waste material, audiovisual devices.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and creatively identify and determine ways of using waste to generate income and participate actively in the waste management project.	Learner is able to creatively identify and determine ways of using waste to generate income and participate actively in the waste management project.	Learner is able to sometimes identify and determine ways of using waste to generate income and participate actively in the waste management project.	Learner rarely identifies and determines ways of using waste to generate income and participate actively in the waste management project.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Caring for the environment	3.1Caring for Plants (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) give ways of protecting plants in the community; b) create persuasive messages on plants protection in the community;	<ul style="list-style-type: none"> Learners could be guided to explore and identify areas where plants have been destroyed in community. Learners could be guided to discuss and create plant protection messages. Learners with 	How could we communicate plant protection messages in the community?

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
		c) communicate messages that protect plants in the community; d) appreciate plant protection in the community.	total blindness could be guided to make Braille cards with the messages. Learners with total blindness could be given a talk on the displays on plant protection models. <ul style="list-style-type: none"> • Learners could be guided to design plant protection messages using print and electronic media. • Learners could be guided to display and peer assess the plant protection messages. • Learners to recite or sing songs on plant protection messages during school assembly. • Learners could be guided to convey the plant protection messages to the community through print and electronic media. Learners with total blindness could be guided to make Braille cards for communication of protection messages. 	
Core Competences to be developed: Communication and collaboration as learners display and assess the plant protection messages. Imagination and creativity as learners create plant protection messages. Learning to learn as learners explore areas where plants have been destroyed.				
Link to PCIs: ESD: Environmental Education: Care for the environment; caring for plants			Link to Values: Responsibility learners convey plant protection messages through	

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
Citizenship: Plant protection. Life skills: cooperation: creating plant protection messages and peer assessment of messages.			poems, songs and posters	
Links to other learning activity areas: Language, Music and Creative Art in reciting poems, singing songs and creating posters			Suggested Community Service Learning activities: communicating plant protection messages to the community in various fora.	
Suggested non formal activity to support learning: Share plant protection messages at school assembly, clubs and societies. Making of Braille cards with messages.			Suggested assessment: written and oral work; observation	
Suggested Resources; Braille cards, plant protection models, audio visual devices.				

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly identify, create, communicate and appreciate plant protection messages.	Learner is able to correctly identify, create, communicate and appreciate plant protection messages.	Learner is able to sometimes identify, create, communicate and appreciate 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
3.0 Caring for the environment	3.2 Caring for Animals (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"> In groups, learners could be guided to discuss their experiences on how animals in distress are handled in the community. Learners could be guided to use stimuli materials to develop understanding of various signs of distress in animals. Learners could be guided to visit a nearby farm to learn and practice some 	<ol style="list-style-type: none"> What indicates that an animal is in distress? How could we respond to an animal in distress?

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question
			care activities for animals. Learners with total blindness could be given verbal instructions on safety and security during the excavation and be oriented to the animals.. <ul style="list-style-type: none"> Learners could be guided by a guest speaker on animal rights, freedoms on appropriate caring activities to alleviate animal distresses. 	
Core-competence to be developed: Communication and collaboration as they discuss their experiences on handling animals.				
Links to PCI's: ESD: Animal Welfare Education, caring for animals			Links to values: responsibility and unity in groups learners work.	
Life skills: Effective communication ;learners identify signs of distress in animals				
Links to other learning activity areas (s): Religious Studies: appreciating animals as God's creation			Suggested Community Service Learning activities: field visit to a farm to learn about animal care.	
Suggested non-formal activity to support learning: Debate on animal rights. Identify and explore on the signs of distress in animals			Suggested Assessment: Oral question and written work.	
Suggested Resources: Audio visual devices, pictures, photographs, posters.				

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Learner is able to consistently and correctly recognize, care and appreciate relieve of distress in animals.	Learner is able to correctly recognize, care and appreciate relieve of distress in animals.	Learner is able to sometimes recognize, care and appreciate relieve of distress in animals.	Learner rarely recognizes, cares or appreciates relieve of distress in animals.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste (10 Lessons) 3.3.1 Disposing waste in the community.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> 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"> • Learners could be guided to discuss various types of waste in the community (avoid sewage and e-wastes). • Learners could be guided to play a video clip on a waste dump site and identify the various types of waste, how they are sorted and disposed. Learners with total blindness could be provided with devices with sound output on the clips on waste dump sites, various types of wastes and ways of sorting and disposing of waste. • Learners could be guided to reflect, think and share ideas about types of waste and how they could be sorted and disposed. • Learners could be guided to demonstrate how to sort and dispose waste in the community. Learners with total blindness could be given verbal description on safety precautions as they sort and dispose waste in the community. 	How could we manage waste in the community?

3.0Care for the environment	3.3.2Communicating 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"> • Learners could be guided to observe messages on managing waste from different media. • Learners could be guided to discuss ways of communicating messages on managing waste. • Learners could be guided to create using different media persuasive messages on waste management. <p>Learners to peer assess then display to the community the created waste management messages.</p>	How could we communicate messages on waste management?
	3.3.3Engaging 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"> • Learners could be guided to discuss on ways of involving parents in waste management. • Learners could be guided to discuss with parents on various ways of managing waste and report back. • Learners could be guided to show case ways of managing waste to parents or guardians during school events. • Learners could be guided 	How could we involve parents or guardians in waste management?

			to involve parents or guardians in establishing simple waste management projects.	
Core Competences to be developed: Critical thinking and problem solving as learners show case ways of managing waste. Creativity and imagination as learners identify ways of sorting and disposing waste. Communication and collaboration as learners involve parents in establishing waste management project.				
Link to PCIs: ESD: Environmental education; care for environment; managing responsibly, Life skills: Effective communication ;learners discuss on waste management			Link to Values: Responsibility and unity; learners are guided to manage waste	
Links to other learning activity areas: Hygiene and Nutrition, Movement and creative activities in creating messages for waste management.			Suggested Community Service Learning activity: involving parents in waste management projects.	
Suggested non formal activity to support learning through application: show casing waste management during school events.			Suggested Assessment: written, oral questions, project work	
Suggested Resources: Audio visual devices, Braille cards, dustbins posters.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Disposing wastes in the community	Learner is able to consistently and correctly state ways, participate and manage wastes responsibly to limit risks to self and others.	Learner is able to correctly state ways, participate and manage wastes responsibly to limit risks to self and others.	Learner is able to sometimes state ways, participate and manage 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	Learner is able to consistently and correctly recognize, use and communicate appropriate	Learner is able to correctly state ways, participate and manage wastes responsibly to limit risks	Learner is able to sometimes state ways participate and manage	Learner rarely states ways, participate or manage waste responsibly

wastes	message for waste management.	to self and others.	wastes responsibly to limit risks to self and others.	to limit risks to self and others.
Engaging parents or guardians in waste management	Learner is able to consistently and correctly identify, involve and appreciate participation of parents or guardians in waste management.	Learner is able to correctly identify, involve and appreciate participation of parents or guardians in waste management.	Learner is able to sometimes identify, involve and appreciate participation of parents or guardians in waste management.	Learner rarely identifies, involves and appreciates participation of parents or guardians in waste management.

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
3.0 Care for the environment	3.4 Caring for Soil (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"> • Learners could be guided to discuss the importance of trees in protecting soil. • Learners could be guided to use varied stimuli material to observe and explore how trees protect soil. • Learners could be guided to observe and explore demonstration on planting tree seedling to protect (the seedlings to be planted where soil erosion is in progress). Learners with total blindness could be given verbal description of the demonstration. • Learners could be guided to plant some tree seedlings to protect soil. • Learners could be guided to share with parents or guardians how planting tree seedlings can protect the soil. 	How do trees protect the soil?

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
	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"> Learners could be guided to observe stimuli material to identify materials used to improve the soil. (mulch from organic material, farm yard manure). Learners could be guided to use varied stimuli materials to observe how mulch and manure are used to care for soil. Learners with total blindness could be given verbal of the manure and manipulate it. Learners could be guided to observe a demonstration on how to mulch and apply manure to a seedbed. Learners could be guided to mulch and apply manure to a seedbed. Learners could be guided to share with parents or guardians on the use of mulch and manure in caring for soil. 	What do we use to improve soil?
Core-competence to be development: Imagination and creativity as learners identify materials used in improving soil. Communication and collaboration as learners discuss in groups the importance of trees. Critical thinking and problem solving as learners plant trees.				
Links to PCI's: ESD-Environmental Education; care for the environment Citizenship: social cohesion, learners in groups use mulch and manure to improve soil.		Links to values: 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		
Links to other learning activity areas (s): Mathematical		Suggested community Service Learning activities: Learners share with parents		

Strand	Sub strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question
Activities		or guardians on the use of mulch and manure in caring for soil.		
Suggested non-formal activity to support learning: mulch and apply manure to the school seed bed. Guidance through verbal talk on mulching and apply of manure		Suggested Assessment: project work ,written questions and observation		
Suggested Resources: Muches, spades, jembes, sticks, seedlings, strings.				

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Planting trees to protect soil	Learner is able to consistently and correctly state importance, plants, trees and demonstrates willingness to protect soil.	Learner is able to correctly state importance, plants trees and demonstrate willingness to protect soil.	Learner is able to sometimes state importance, plants trees and demonstrate willingness to protect soil.	Learner rarely states importance, plants trees or demonstrates willingness to protect soil.
Improving soil	Learner is able to consistently and correctly identify, apply mulch, manure and develop interest in caring for the soil.	Learner is able to correctly identifies, apply mulch, manure and develop interest in caring for the soil.	Learner is able to sometimes identify, apply mulch, manure and develop 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)
3.0 Caring for the environment	3.4 Caring for water 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	<ul style="list-style-type: none"> Learners could be guided to share experiences on ways of collecting rain water. Learners could be guided to observe and explore stimuli materials showing ways of collecting rain water in school and community. Learners could be guided to identify ways of collecting 	How could we collect rain water in school and community?

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
		domestic uses.	rain water in school and the community. <ul style="list-style-type: none"> • Learners could be guided to improvise means of collecting rain water for use. • Learners could be guided to inquire from parents or guardians on ways of collecting rain water and report back. 	
	3.4.2Caring for water reservoirs in the community	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> 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"> • Learners could be guided to observe appropriate stimuli materials ways of protecting water reservoirs (water tanks). Learners with total blindness to be given verbal description of water storage facilities. • Learners could be guided to identify ways of protecting water sources and the reservoirs (fencing around, covering, fetching through the tap, regular cleaning). • Learners could be guided to visit the community and participate in appropriate activities towards protection reservoirs. • Learners could be guided to sing songs or recite poems supporting caring for water reservoirs. 	<ul style="list-style-type: none"> • How could we protect water reservoirs?

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
Core-competence to be development: Critical thinking and problem solving as learners name storage facilities. reservoirs).				
Links to PCI's: ESD: Environmental Education; caring for environment Citizenship: social cohesion, learners work in groups to identify ways of protecting water sources.			Links to values: responsibility, respect; sing songs and recite poems related to water sources and reservoirs. Responsibility-learners participate in community activities to protect water sources.	
Links to other learning activity areas (s): Hygiene and Nutrition on care of water.			Suggested Community Service Learning activities: Learners are guided to actively participate in community activities that involve protection of water sources and reservoirs.	
Suggested non-formal activity to support learning: Learners are guided to participate in community activities that involve caring for water reservoirs.			Suggested Assessment: Written work, oral questions.	
Suggested Resources: Water tanks, Jerri cans, pots, buckets.				

Suggested Assessment Rubric

Sub-strand	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Exploring ways of collecting rain water	Learner is able to consistently and creatively identify ways, collects and appreciate need for collecting rain water for domestic use.	Learner is able to creatively identify ways, collects and appreciate need for collecting rain water for domestic use.	Learner is able to sometimes identify ways, collects and appreciate 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 is able to consistently and correctly identify ways, participate in caring and appreciate the need to care for water reservoirs.	Learner is able to correctly identify ways, participate in caring and appreciate the need to care for water reservoirs.	Learner is able to sometimes identify ways, participate in caring and appreciate the need to care for water reservoirs.	Learner rarely identifies ways, participates in caring and appreciates the need to care for water reservoirs.

3.0 Care for the environment	3.5 Caring For Energy (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"> • Learners could be guided to observe multimedia resources showing ways of promoting energy conservation (light and heat energy). Learners with total blindness to be given audio devices to listen to ways of promoting energy . • Learners could be guided to reflect, think and share their ideas on promoting energy conservation in the community. • Learners could be guided to compose songs, poems, and posters on energy conservation in the community. Then, pass the message in school and community events. • Learners could be guided to gather information about energy conservation in the community from parents or guardians and report back. 	How could we promote energy conservation?
Core Competences to be developed: Imagination and creativity as learners compose songs and poems. Communication and collaboration as learners gather information from their parents. Critical thinking and problem solving as learners give ideas on promoting energy conservation.				
Link to PCIs: ESD: Environmental Education: care for the environment Citizenship: social cohesion: learners in groups share ideas Life skills: effective communication.		Link to values: Responsibility and unity: promoting energy conservation.		
Links to other learning activity areas: Languages, Movement and Creative activities (music).		Suggested Community Service Learning activities: engaging the community in energy conservation campaign.		

Suggested non formal activity to support learning: share ideas on how to conserve energy during school assembly, in clubs and societies. Working on Braille cards with messages on energy conservation.	Suggested Assessments: written questions, oral questions, observation
Suggested Resources: Audio visual resources, posters, Braille cards, energy saving bulbs.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Learner is able to consistently and creatively state ways, participate and appreciate energy conservation campaign.	Learner is able to creatively state ways, participate and appreciate energy conservation campaign.	Learner is able to sometimes states ways, participate and appreciate 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