



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**PRE PRIMARY SCHOOL CURRICULUM DESIGN**

**ENVIRONMENTAL ACTIVITIES**

**PRE PRIMARY 1**

**FOR LEARNERS WITH HEARING IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Pre-Primary One curriculum designs for learners with Hearing Impairment focus on competencies that learners are expected to attain at this level. Emphasis is the development of Pre literacy, Pre numeracy and Social skills.

The curriculum design presents National Goals of Education, essence statement, general and specific expected learning outcomes for the learning area as well as strands and sub strands. The design also outlines suggested learning experiences, suggested key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the design to plan for effective and efficient implementation of the CBC.

**HON. EZEKIEL OMBAKI MACHOGU, CBS**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Pre-Primary one is the entry class of pre- primary level in the reformed education structure.

The reviewed Pre-Primary one curriculum for learners with Hearing Impairment lays the foundation for implementation of CBC at Pre primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education at higher grades. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner’s potential**.

Therefore, the Pre-Primary one curriculum designs for learners with Hearing Impairment are intended to enhance the learners’ development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. They also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Pre-Primary one and prepare them for smooth transition to Preprimary two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENT**

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (KICD 2017), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Constitution of Kenya 2010, the Kenya Vision 2030, East African Community Protocol, International Bureau of Education Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to facilitate successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The revised Pre-Primary one curriculum designs for learners with Hearing Impairment were developed and adapted with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP); a project coordinated by MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary-MoE and the Principal Secretary – State Department of Basic Education.

I also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development and adaptation of the Pre-Primary one curriculum designs for learners with Hearing Impairment. In relation to this, I acknowledge the support of the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing and adapting the designs. Finally, I am very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

I assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at Pre-Primary one and preparation of learners for transition to primary level.

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

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

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

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

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

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

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

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

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

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

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.



**5. Promote social equality and responsibility**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

**LESSON ALLOCATION FOR PRE-PRIMARY**

<b>S/NO</b>	<b>Activity learning area</b>	<b>number of lessons</b>
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
6.	Pastoral/Religious Instruction Programme	1
<b>Total</b>		<b>25</b>

## **LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION**

By end of Pre Primary Education, the learner should be able to:

- a) Demonstrate basic literacy and numeracy skills for learning
- b) Apply creative and critical thinking skills in problem solving
- c) Practice appropriate etiquette for interpersonal relationships
- d) Explore the immediate environment for learning and enjoyment
- e) Demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) Demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living
- g) Develop interests, talents and character for positive contribution to the society

### **ESSENCE STATEMENT**

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact with the immediate environment. This resonates with Vygotsky's social cultural development theory, which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for learner to acquire skills and knowledge to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity. The pedagogies for pre-primary environmental activities are play-based and nature walk, where children naturally learn through play by engaging in and making sense of environment.

Further, this design has been adapted to support learners who are Deaf and those who are Hard of Hearing. The adaptations include suggestions for provision of sign interpretation, use of digital devices with assistive technology, use of visual aids such as charts, maps, sign picture cards and diagrams, use of hands-on activities, guided demonstrations, purposeful pairing, use of adapted learning resources and adapted assessment methods. For these learners to learn effectively, it is important that learning be experiential. Learning should also be linked to real life situation so as to demystify the abstract concepts and to make learning authentic. The teacher is further advised to guide the learners to acquire sufficient sign vocabularies related to Environmental Activities, pair learners who are Deaf with learners who are hard of hearing during group activities which involve sound, for peer support and mentorship and give clear signed instructions before the learners engage in the activities such as practical activities and field excursions.

### Subject General Outcomes.

By the end of pre-primary education, the learner should be able to:

- a) observe proper hygiene, sanitation, and nutrition to promote good health,
- b) explore the immediate environment for learning, conservation and enjoyment,
- c) apply technological skills for learning and enjoyment within their local environment,
- d) demonstrate acquisition of social skills for interpersonal relationship using *fluent sign language*
- e) appreciate the rich and diverse cultural heritage in the local environment,
- f) make appropriate choices for safe interaction with the immediate environment.

### SUMMARY OF STRANDS AND SUB STRANDS

STRANDS	SUB STRANDS	Suggested Number of Lessons
1.0 MYSELF	1.1 Self-awareness	10
	1.2 External Body Parts	12
	1.3 Hand washing	10
	1.4 Brushing Teeth	10
2.0 MY FAMILY	2.1 Family Members	12
	2.2 Feeding	12
3.0 MY HOME	3.1 Utensils Used at Home	12
	3.2 Furniture Used at Home	10
4.0 MY NEIGHBOURHOOD	4.1 Classmates	10
	4.2 Friends	10
	4.3 Parts of a Plant	10
5.0 MY SCHOOL	5.1 My Class	10
	5.2 Care for My Class	12
	5.3 Cleanliness	14

<b>1.0 MYSELF</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 MYSELF</b>	<b>1.1 Self awareness (10 lessons)</b>	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) sign terms related to self-awareness (gender, name, boy, girl) for learning,</li> <li>b) tell own name for identity,</li> <li>c) classify pictures of boys and girls for self-awareness,</li> <li>d) appreciate oneself for self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups learners are guided to fingerspell and sign terms related to self-awareness. (gender, name, sign name, boy, girl)</li> <li>● Learner is guided to fingerspell and sign his or her own name.</li> <li>● In pairs or groups, learners are guided to identify themselves using sign names.</li> <li>● The learner is guided to stand in front of the class and fingerspell and sign his or her name, while others are observing him or her.</li> <li>● As a class the learners brainstorm on the differences between a boy and a girl.</li> <li>● The learner is guided to identify himself or herself as a boy or a girl.</li> <li>● In small groups learners are guided to draw and colour</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we identify ourselves?</li> <li>2. How can we identify our friends?</li> </ol>

			<p>pictures of boys and girl and display them in class.</p> <ul style="list-style-type: none"> <li>● In small groups the learners are guided to observe and classify pictures of boys and girls according to gender.</li> <li>● In small groups learners are guided to identify boys and girls in their groups.</li> <li>● In pairs, learner is guided to group pictures of boys and girls.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: learner enhances signing skills as he or she fingerspell and sign his or her own name.</li> <li>● Self- efficacy: as the learner identifies himself or herself as a boy or a girl.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: as learner in small groups the learners are guided to observe and classify pictures of boys and girls according to gender.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Human sexuality – as the learner brainstorms on the differences between a boy and a girl.</li> <li>● Gender issues -Gender Awareness as the learner identifies himself or herself according to gender.</li> </ul>				
<p><b>Link to other learning areas;</b></p> <p>Religious Activities – the learner relates to creation of man and woman in religious activities as they identify themselves as boy or girl.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Charts of boys and girls, picture cards, flash cards, drawn pictures of boys and girls, colouring materials,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.2 External body parts.</b>  (12 lessons)	By the end of the sub-strand the learner should be able to; <ol style="list-style-type: none"> <li>a) sign words and attributes related to the external body parts,</li> <li>b) name external body parts for self-awareness,</li> <li>c) identify body parts for self-awareness,</li> <li>d) appreciate oneself for self-esteem.</li> </ol>	<ul style="list-style-type: none"> <li>● The learner is guided to fingerspell and sign words and attributes related to external body parts.</li> <li>● Learner is guided to observe a chart showing the external body parts and fingerspell and sign them.</li> <li>● The learner is guided to touch their body parts, as they give signs of the touched parts.</li> <li>● In pairs learners are guided to touch their external body parts and the partner names the parts.</li> <li>● In groups, learners are guided use flashcards with names of external body parts and the group mates touch the parts. (the learners are guided to sit in a position where they can see each other and see the learner showing the flashcards)</li> <li>● In small groups, learners are guided to sign sing songs about their external body parts.</li> <li>● In groups, learners are guided to sign poems on external body parts.</li> <li>● In pairs, learners are guided use available digital devices to play the computer games of drag and drop about external body parts.</li> <li>● In groups, learners are guided to match external body parts with their names.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we sign body parts?</li> <li>2. How do body parts help us?</li> </ol>
<p><b>Core Competences to be developed:</b></p> <ul style="list-style-type: none"> <li>● Digital literacy: Interacting with digital technology as the learners play the computer games of drag and drop about external body parts.</li> </ul>				

**Values:**

- Unity: as learners sign sing songs about their external body parts in small groups.
- Responsibility as learner cares for charts, flashcards, and digital devices as they use them for learning.

**Pertinent and Contemporary Issues:**

Developmental perspectives - learners develop self- awareness when naming their external body parts.

**Link to other learning area:**

- Language Activities: as learners sign sing songs about their external body parts.

**Suggested Learning Resources**

Charts on external body parts, flashcards, pictures of different external body parts, digital devices,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.3 Hand washing (10 lesson)</b>	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) sign words and attributes related to hand washing,</li> <li>b) name items used for hand washing,</li> <li>c) wash hands for personal hygiene,</li> <li>d) appreciate the need to wash hands.</li> </ul>	<ul style="list-style-type: none"> <li>● Learner is guided to undertake pre signing skills such as picking beads, completing paper puzzles, do the calling gestures using fingers to strengthen finger and hand muscles.</li> <li>● In groups or pairs, guide learners to fingerspell and sign words and attributes related to hand washing. (soap, running water, towel)</li> <li>● In small groups, learners are guided to observe a chart and identify items used to wash hands.</li> <li>● Learners are guided to match pictures of items used for hand washing with their correct names.</li> <li>● In pairs or groups, learner is guided to colour drawn pictures of hand washing items.</li> <li>● In small groups, learners are guided to use picture cards of hand washing items to name the items on the picture cards.</li> <li>● In small groups, learners are guided to watch signed audio visual clips on hand washing.</li> <li>● Learners are guided to observe the teacher demonstrating how to hand wash.</li> <li>● The learner is guided to wash their hands appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we wash our hands?</li> <li>2. How do we wash hands?</li> </ol>



			<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to role play washing hands.</li> <li>● The learner is guided to identify when to wash hands (before eating and after visiting the toilet.)</li> <li>● In small groups, learners are guided to sign read pictures on hand washing.</li> <li>● In small groups, learners are guided to sign sing songs and sign poems related to hand washing as they wash hands.</li> </ul>	
<p><b>Core Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>● Critical thinking and problem solving: as the learner identifies when to wash hands (before eating and after visiting the toilet.)</li> <li>● Learning to learn: learners develop relationship when sharing items used for hand washing and in working collaboratively.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: as learners share available hand washing items when washing hands.</li> <li>● Respect: as learners role play washing hands.</li> </ul>				
<p><b>Pertinent contemporary issues;</b> Personal hygiene - as learners practice washing their hands before eating and after visiting the toilet.</p>				
<p><b>Link to other learning area:</b> Creative activities: as learners colour drawn pictures of hand washing items.</p>				
<p><b>Suggested Learning Resources</b> Charts, pictures flashcards, crayons, hand washing items, water,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.4 Brushing teeth</b> (10 lessons)	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) sign words and attributes related to teeth brushing activities,</li> <li>b) name items used to brush the teeth,</li> <li>c) brush teeth appropriately for personal hygiene,</li> <li>d) appreciate the need to brush their teeth.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups learners are guided to undertake pre-signing skills to prepare the learner for signing activities.</li> <li>● In groups, learners are guided to fingerspell and sign words and terms related to teeth brushing activity.</li> <li>● In small groups, learners are guided to share on the items they use to brush their teeth.</li> <li>● In small groups, learners are guided to observe a chart on brushing items and identify them.</li> <li>● In small groups, learners are guided to use picture cards to identify and name brushing items.</li> <li>● The learner is guided to fingerspell and sign the names of items used to brush the teeth in groups.</li> <li>● The learner is guided to match the items used in cleaning the teeth with their correct names.</li> <li>● In pairs, learners are guided to watch signed audio visual clips on brushing of teeth.</li> <li>● The learners are guided to observe the teacher demonstrating how to brush teeth.( Learners to be guided to sit in a position where all can properly observe the teacher clearly)</li> <li>● In small groups, learners are guided to practise brushing of teeth.</li> <li>● In groups, learners are guided to role play brushing of teeth.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we brush our teeth?</li> <li>2. Why should we brush our teeth?</li> </ol>

			<ul style="list-style-type: none"> <li>● The learner is guided to observe a resource person share about the importance of brushing our teeth and when to brush our teeth that are used to clean their teeth.</li> <li>● Learner is guided to sign sing songs related to care for the teeth.</li> </ul>	
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**Core Competence:**

- Communication and Collaboration: signing skills as the learner fingerspells and signs the names of items used to brush the teeth in groups.
- Digital literacy: Interacting with digital technology as the learner watches signed audio visual clips on brushing of teeth.

**Values:**

- Integrity: as the learner demonstrates discipline as they demonstrate the procedure of brushing teeth.
- Responsibility: as the learner role plays brushing of teeth.

**Pertinent Contemporary Issues:**

Personal hygiene: as learners practise brushing their teeth.

**Link to other Learning Area:**

Language Activities: The learner is able to relate the skills learnt in Language activities as they fingerspell and sign the names of items used to brush teeth.

**Suggested Learning Resources:**

Charts, picture cards, digital devices, crayons, brushing items,

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to sign terms and attributes related to 'Myself'	Signs terms and attributes related to 'Myself' with correct articulation and movement.	Signs terms and attributes related to 'Myself'	Signs some terms and attributes related to 'Myself'	Signs a few terms and attributes related to 'Myself'
Ability to identify self; Tell own name and identify self as a boy or a girl.	Identifies self by telling own full name, identifies self as a boy or a girl and gives in depth details for self-identity.	Identifies self by telling own full name and identifies as boy or girl	Identifies self by telling own full name but confuses a boy with a girl	Identifies self by telling own name
Ability to identify external body parts. (head, hands, legs). (A learner can describe further any of the 3 parts of the body)	Identifies the 3 external body parts (head, hands and legs) giving much details of any of the parts identified.	Identifies the 3 external body parts (head, hands and legs)	Identifies 2 external body parts (head, hands or legs)	Identifies one of the external body parts (head/hands/legs)
Ability to practise proper hygiene using cleaning materials.	Practices proper hygiene using available cleaning materials most frequently	Practices proper hygiene using available cleaning materials	Practices proper hygiene using available cleaning materials occasionally	Rarely practices hygiene using available cleaning materials

<b>THEME: 2.0 MY FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 MY FAMILY</b>	<b>2.1 Family members</b> <ul style="list-style-type: none"> <li>• <i>father</i></li> <li>• <i>mother</i></li> <li>• <i>brothers</i></li> <li>• <i>sisters</i></li> <li>• <i>grandmothers</i></li> <li>• <i>grandfathers</i></li> </ul> (12 lessons)	By the end of sub strand the learner should be able to; <ol style="list-style-type: none"> <li>a) sign words and terms related to family members,</li> <li>b) name family members living at home,</li> <li>c) identify the relationship of family members for harmonious living,</li> <li>d) appreciate family members for harmonious living.</li> </ol>	<ul style="list-style-type: none"> <li>• The learner is guided to fingerspell and sign family members at home (father mother, brothers, sisters, grandmothers, grandfathers).</li> <li>• Learners are guided to observe a chart showing different family members found in our homes.</li> <li>• In small groups, learners are guided to share with their group mates family members they live with at home.</li> <li>• The learner is guided to draw and colour family members they live with at home and put them in their portfolio.</li> <li>• In small groups, learners are guided to share the relations they have with different family members at their homes, such as sister, brother, mother, and father.</li> <li>• In pairs, learners are guided to sign read pictures of family members found in our homes.</li> <li>• In pairs or groups, guide learners to play roles of family members.</li> <li>• Learners are guided to colour pictures of family members living at home.</li> <li>• The learner is guided to model people living at home.</li> </ul>	Why do we need to know people living with us at home?

			<ul style="list-style-type: none"> <li>● Learner is guided to sign poems about family members found at home.</li> <li>● In small groups, learners are guided to role play on different family members.</li> <li>● Learners are guided to sign sing songs on different family members.</li> </ul>	
<b>Core Competence:</b> <ul style="list-style-type: none"> <li>● Self -efficacy- confidence, as learners draw and colour family members they live with at home and put them in their portfolio.</li> <li>● Communication and collaboration- learners develop teamwork as they role play different family members.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Love: Compassion, as learner signs about their relationship with family members.</li> <li>● Unity - as in small groups, learners role plays about their family members.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> <ul style="list-style-type: none"> <li>● social cohesion: as learner identify different family members and their relationships</li> </ul>				
<b>Link to other learning area:</b> Creative Activities: learners relate to skills acquired in Creative Activities as they role play on different family members.				
<b>Suggested Learning Resources :</b> Charts, picture cards, drawn pictures, glue, crayons, pencils, clay, and plasticine,				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(S)
<b>2.0 My Family</b>	<b>2.2 Feeding (12 lessons)</b>	<p>By the end of the sub-strand the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) sign terms related to feeding,</li> <li>b) name foods eaten at home,</li> <li>c) observe feeding habits while good eating,</li> <li>d) appreciate different foods eaten by family members.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are guided to fingerspell and sign terms related to feeding.</li> <li>• In small groups, learners are guided to share types of food they eat at home.</li> <li>• In small groups, learners are guided observe a chart and sign foods eaten at home.</li> <li>• The learner is guided to colour drawn pictures of foods eaten at home.</li> <li>• The learner is guided to sign read pictures of foods on the learner’s books.</li> <li>• The learner is guided to observe a resource person share about how one should prepare before eating food. (Washing hands before eating, sitting appropriately, holding the spoon correctly).</li> <li>• Learners are guided to sign read pictures of good eating habits.</li> <li>• In small groups, learners are guided to role play the appropriate feeding habits.</li> <li>• The learner is guided to sit appropriately, feed self-using clean hands, holding the spoon appropriately and scoping the right amount of food.</li> <li>• In pairs, learners are guided to watch signed audio visual clips on good feeding habits.</li> <li>• Learner is guided to observe table manners when eating food (avoid signing with food in the mouth, eating while mouth is open).</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we eat food?</li> <li>2. How do we eat food?</li> </ol>

			<ul style="list-style-type: none"> <li>• Learners are guided to share hygiene when feeding.</li> <li>• Learner is guided to sign sing songs and sign poems about good feeding habits.</li> </ul>	
<p><b>Core Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy- confidence as the learner role plays the appropriate feeding habits.</li> <li>• Communication and Collaboration- learners sign clearly and effectively as they sign different types of foods eaten at home.</li> </ul>				
<p><b>Values:</b> Respect: Etiquette- as learner observes proper feeding habits.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Preventive health as learner shares about hygiene when feeding.</li> <li>• Developmental <b>perspective</b> as learner demonstrates the appropriate way of washing hands, sitting and holding a spoon while feeding.</li> </ul>				
<p><b>Link to other learning area:</b> Mathematical activities: The learner is able to relate the skills acquired in mathematics activities as they sort foods eaten at home.</p>				
<p><b>Suggested learning resources:</b> Charts, picture cards, flash cards, drawn pictures, glue, crayons, water containers, realia (plate, spoon), coloured pencils, fruits, relevant digital devices, signed videos,</p>				



**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to sign terms and attributes related to 'My family'	Signs terms and attributes related to 'My family' with correct articulation and movement.	Signs terms and attributes related to 'My family'	Signs some terms and attributes related to 'My family'	Signs a few terms and attributes related to 'My family'
Ability to identify family members (a learner can give more details concerning the family members)	Identifies the 6 family members correctly showing relationships in-depth details	Identifies 4-5 family members correctly	Identifies 3 family members correctly with minimal details	Identifies less than 2 family members with no details
Ability to observe feeding habits	Very often observes appropriate feeding habits	Often observes appropriate feeding habits	Less often observes appropriate feeding habits	Not often observes appropriate feeding habits

**THEME: 3.0 MY HOME**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>3.0 My Home</b>	<b>3.1 Utensils used at home (12 lessons)</b>	<p>By the end of sub strand, the learner should be able to;</p> <ul style="list-style-type: none"> <li>a) sign terms and attributes related to utensils used at home.</li> <li>b) mention utensils used at home,</li> <li>c) identify utensils used at home,</li> <li>d) observe safety measures when handling utensils at home,</li> <li>e) appreciate the use of utensils at home.</li> </ul>	<ul style="list-style-type: none"> <li>● Learner is guided to undertake pre-signing activities in readiness for signing.</li> <li>● Learner is guided to sign attributes (shape, colour, use, size, material) related to utensils used at home.</li> <li>● Learner is guided to observe a chart of utensils used at home and mention the utensils they use at home.</li> <li>● In small groups, learners are guided to fingerspell and sign utensils used at home.</li> <li>● In pairs, learners are guided to sign read pictures of utensils used at home.</li> <li>● The learner is guided to model utensils used at home.</li> <li>● The learner is guided to colour drawn pictures of utensils found at home.</li> <li>● In pairs, learners are guided to talk about (using signs) handling of utensils at home.</li> <li>● In pairs, learners are guided to match pictures of utensils found in the house.</li> <li>● Learner is guided to colour pictures of utensils found at home.</li> <li>● In small groups, learners are guided to observe audio visual clips on the safety measures when handling utensils at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. What utensils do we have at home?</li> <li>2. Why do we have utensils at home?</li> <li>3. How do we use utensils found at home?</li> <li>4. How are the utensils used</li> </ol>

			<ul style="list-style-type: none"> <li>● In small groups, learners are guided to role play safety measures when handling utensils at home.</li> <li>● In pairs, learners are guided to sign sing song about utensils at home.</li> </ul>	
<b>Core Competence:</b>				
<ul style="list-style-type: none"> <li>● Creativity and Imagination- exploration as the learner models utensils.</li> <li>● Communication and Collaboration - learners develop teamwork when role playing safety measures when handling utensils at home in groups.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Responsibility: as learner learns how to observe safety measures when handling utensils at home.</li> <li>● Unity: Cooperation- as learners role play safety measures when handling utensils at home.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>● Safety: as the learner observes audio visual clips on the safety measures when handling utensils at home.</li> </ul>				
<b>Link to other learning area:</b>				
Creative Activities: The learner is able to relate to the skill of modelling in Creative Activities as they model utensils used at home.				
<b>Suggested Learning Resources:</b>				
Charts, picture cards, drawn pictures, crayons, clay, plasticine, colour pencils, audio visual clips, digital devices,				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
	<b>3.2 Furniture at home (10 lessons)</b>	By the end of sub strand the learner should be able to;  a) sign terms and attributes related to	<ul style="list-style-type: none"> <li>● In groups learners are guided to undertake pre-signing activities: stringing beads onto a string or pipe cleaner can improve hand-eye coordination and fine motor skills.</li> <li>● Learner is guided to sign words related to furniture found at home.</li> <li>● The learner is guided to observe a chart and identify furniture used at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have furniture at home?</li> <li>2. How is furniture used at home?</li> </ol>

		furniture at home, b) identify furniture used at home, c) observe safety measures when using furniture at home, d) appreciate the furniture at home.	<ul style="list-style-type: none"> <li>● The learner is guided to sign read pictures of furniture found at home.</li> <li>● In pairs, learners are guided to share about furniture found at their homes (colour, shape, size, material, use).</li> <li>● Learner is guided to colour drawn pictures of the furniture used at home.</li> <li>● Learner is guided to join dots of drawings on furniture at home.</li> <li>● Learner is guided to model furniture at home.</li> <li>● In groups learners are guided to watch signed audio visual clips on safety measures when using furniture found at home.</li> <li>● In groups learners are guided to sign sing songs about furniture at home.</li> </ul>	
<b>Core Competence:</b> <ul style="list-style-type: none"> <li>● Communication and Collaboration- the learner signs clearly and effectively when naming the furniture at home.</li> <li>● Learning to learn- learners learn independently when sign reading pictures of furniture.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>● Love: Sharing as learner share learning resources during various learning experiences</li> <li>● Responsibility: as the learner observes signed visual clips on safety measures when using furniture found at home.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Disaster risk reduction - learner observes safety precautions when handling and taking care of furniture used at home				
<b>Link to other learning area:</b> Mathematics Activities: The Learner is able to relate the knowledge on shape, size as they identify furniture according to shape, size and colour.				
<b>Suggested Learning Resources:</b> Charts, pictures, picture cards, colouring materials, pencils, signed audio visual clips,				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to sign terms and attributes related to 'My Home'	Signs terms and attributes related to 'My Home' with correct articulation and movement.	Signs terms and attributes related to 'My Home'	Signs some terms and attributes related to 'My Home'	Signs a few terms and attributes related to 'My Home'
Ability to identify utensils and furniture used at home.	Identifies utensils and furniture used at home with in-depth details	Identifies utensils and furniture used at home	Identifies utensils and furniture used at home with minimal details	Identifies utensils and furniture used at home without details
Ability to observe safety measures when handling utensils and furniture	Very often observes safety measures when handling utensils and furniture	observes safety measures when handling utensils and furniture	Less often observes safety measures when handling utensils and furniture	Not often observes safety measures when handling utensils and furniture

**THEME: 4.0 MY NEIGHBOURHOOD**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0 My Neighbourhood	4.1 My classmates (10 lessons)	<p>By the end of the sub-strand, the learner should be to;</p> <ul style="list-style-type: none"> <li>a) name the classmates as neighbours for interpersonal relationship,</li> <li>b) identify the classmates by names for harmonious living,</li> <li>c) appreciate their classmates as their neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>● The learner is guided to fingerspell and sign names of their classmates.</li> <li>● The learner is guided to identify their classmates as their neighbours.</li> <li>● In small groups, learner is guided to share about their classmates as neighbours.</li> <li>● In smalls groups, learners are guided to match photos with the names of their classmates.</li> <li>● In pairs, learners are guided to share about friendship.</li> <li>● In groups, learners are guided to share about how they can help their classmates as neighbours.</li> <li>● Learners are guided to sign sing songs about their classmates as neighbours.</li> <li>● In pairs or small groups, learners are guided to play safe games with classmates.</li> <li>● In groups learners are guided to pray together as classmates.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you relate/live with neighbours?</li> <li>2. Why is it good to live well with neighbours?</li> </ol>

<b>Core Competence to be developed:</b> <ul style="list-style-type: none"> <li>• Learning to learn- learner Develop relationship with classmates</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: caring- as the learner plays safe games with classmates.</li> <li>• Unity - as the learner sign sings song together about classmates as neighbours.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Social cohesion: as the learner plays games and pray together with classmates.				
<b>Link to other learning area :</b> Religious Activities: The learner is able to relate with the lesson learnt in Religious Activities about loving your neighbours as they share about how they can help their classmates as neighbours.				
<b>Suggested Learning Resources:</b> Charts, picture cards , flash cards, drawn pictures, glue, crayons, realia, photos, coloured pencils,				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>4.0 My Neighbourhood</b>	<b>4.2 My friends (10 lessons)</b>	By the end of sub strand, the learner should be able to; a) sign terms and attributes related to friends, b) name friends as neighbours, c) use courteous word when interacting with their friends, d) appreciate their friends as neighbours.	<ul style="list-style-type: none"> <li>● The learner is guided to fingerspell and sign terms and attributes related to friends (friend, please, thank you, sorry, excuse)</li> <li>● In small groups, learner is guided to identify their friends using sign names.</li> <li>● The learner is guided to fingerspell and sign courteous words used in conversations.</li> <li>● The learner is guided to practice the use of courteous words. (thank you, sorry, excuse, please)</li> <li>● The learner is guided to watch a signed audio visual clip of friends having a conversation or interacting together and identify courteous words used.</li> <li>● In small groups learners are guided to role play a conversation using courteous words.</li> <li>● In pairs, learner is guided on situations where they can use</li> </ul>	<ol style="list-style-type: none"> <li>1. Who is your friend?</li> <li>2. Why do we have friends?</li> <li>3. Why do we use polite words?</li> <li>4. How do polite words help us live with others?</li> </ol>



			<p>polite words while interacting with their friends.</p> <ul style="list-style-type: none"> <li>● In pairs or groups, learner is guided to name situations where they can use polite words.</li> <li>● The learner is guided to use polite words in incidental learning to reinforce etiquette.</li> <li>● In groups learner is guided to play safe games with friends.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: - learners develop peer learning when interacting with their friends.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: caring - as learner respects others while using polite words in interactions.</li> <li>● Peace: empathy - as learner uses courteous words in groups.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Social cohesion as learner sings songs together with other learners.</li> <li>● Developmental perspectives as learner copes with emotions when playing together with friends</li> </ul>				
<p><b>Link to other learning area:</b></p> <p>Language Activities: The learner is able to relate the skills acquired in Language Activities as they fingerspell and sign courteous words used in conversations.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>charts, picture cards , flash cards, glue, crayons, relevant digital devices, signed audio visual clips,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>4.3 Parts of a plant</b>  (10 lessons)	By the end of sub strand the learner should be able to; <ol style="list-style-type: none"> <li>name parts of a plant in the immediate environment,</li> <li>identify parts of a plant in the immediate environment,</li> <li>take care of the plants in the immediate environment,</li> <li>appreciate the importance of plants in the immediate environment.</li> </ol>	<ul style="list-style-type: none"> <li>● The learner is guided to observe a chart of a plant, fingerspell and sign the different parts of a plant.</li> <li>● The learner is guided to walk around the school compound and collect a plant.</li> <li>● The learner is guided to fingerspell and sign parts of plant they collected (flower and leaf, roots).</li> <li>● Learner is guided to sign poems about parts of plant in groups.</li> <li>● The learner is guided to colour</li> <li>● Learner is guided to sign read pictures of parts of a plant.</li> <li>● The learner is guided to colour drawn pictures of different parts of a plant.</li> <li>● In pairs, learner is guided to collect pictures of or real parts of the plant and mount them on charts.</li> <li>● The learner is guided to display mounted pictures of flowers on the wall.</li> <li>● In groups, learners are guided to sign sing songs on parts of a plant.</li> <li>● The learner is guided to take care of plant in the immediate environment (watering, weeding, propping).</li> <li>● In pairs or groups, learner is guided to play computer games involving dragging and dropping parts of a plant.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we have Plants?</li> <li>How do we identify parts of a plant?</li> </ol>

			<ul style="list-style-type: none"> <li>• In pairs, learners are guided to watch signed audio visual clips on the importance of plants in the immediate environment.</li> </ul>	
<b>Core Competence:</b> <ul style="list-style-type: none"> <li>• Creativity and imagination –exploration as the learner manipulate parts of a plant.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Love: sharing –as learner share learning materials.</li> <li>• Responsibility: accountability – as learner displays mounted different parts of a plant on the chart.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Environmental education – environmental awareness as the learner walk around the environment to collect plants and identify parts of plant.				
<b>Link to other learning area</b> Language Activities: The learner is able to relate to the skills acquired in Language Activities as they sign poems about parts of plant.				
<b>Suggested Learning Resources:</b> Charts, picture cards , flash cards, drawn pictures, glue, crayons, realia, photos, coloured pencils, relevant digital devices, signed audio visual clips,				

### Suggested Assessment Rubric

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to sign terms and attributes related to ‘My Neighbourhood’	Signs terms and attributes related to ‘My Neighbourhood’ with correct articulation and movement.	Signs terms and attributes related to ‘My Neighbourhood’	Signs some terms and attributes related to ‘My Neighbourhood’	Signs a few terms and attributes related to ‘My Neighbourhood’
Ability to identify classmates and friends ( <i>a learner can give details about the classmates and friends</i> )	Identifies classmates and friends with in-depth details	Identifies classmates and friends	Identifies classmates and friends with minimal details	Identifies classmates and friends without details
Ability to use courteous words in appropriate contexts	Uses a variety of courteous words in appropriate contexts	Uses courteous words in appropriate contexts	Uses a few courteous words in appropriate contexts	Uses a few courteous words and is guided on the contexts in which they are used
Ability to identify parts of the plant	Identifies parts of the plant with in-depth details	Identifies parts of the plant	Identifies parts of the plant with less details	Identifies parts of the plant without details
Ability to plant seeds and water plants in the environmental corner	Plants seeds and regularly waters plants in the environmental corner and those outside the class	Plants seeds and regularly waters plants in the environmental corner	Plants seeds and occasionally waters plants in the environmental corner	Plants seeds and regularly occasionally waters plants in the environmental corner with prompts

**THEME: 5.0 MY SCHOOL**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 MY SCHOOL</b>	<b>5.1 My class</b>  (10 lessons)	By the end of sub strand the learner should be able to; a) name class teacher for identification, b) identify items found in class, c) care for items found in class, d) make classroom rules for harmonious living, e) take pleasure in handling the items in class.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to use their fingers to roll, pinch, and create different shapes from play dough for moulding and shaping.</li> <li>● The learner is guided to fingerspell and sign the class teacher’s name to identify their class teacher.</li> <li>● The learner is guided to walk around the class to observe the items that are found in class.</li> <li>● In small groups, learners are guided to share about the items found in class.</li> <li>● The learner is guided to draw and colour items found in class.</li> <li>● The learner is guided to observe the teacher demonstrate how to care for the various items found in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Which items do we find in our class?</li> <li>2. How do we keep items in the classroom?</li> <li>3. How do we care for items in the classroom?</li> </ol>

			<ul style="list-style-type: none"> <li>● In small groups, learners role play the care of various items found in class.</li> <li>● Learners are guided to make class rules and choose their class leaders.</li> </ul>	
<p><b>Core Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn - learners develop good relationship when in small groups, role play the care of various items found in class.</li> <li>● Citizenship – learners develop good governance as they make class rules and choose class leaders.</li> </ul>				
<p><b>Values ;</b></p> <ul style="list-style-type: none"> <li>● Patriotism: loyalty- as learners make and obey class rules.</li> <li>● Responsibility: as learners role play the care of various items found in class.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Leadership: as learner obeys class leaders.</li> <li>● Financial literacy: as learner takes care of things in their class.</li> </ul>				
<p><b>Link to other learning area:</b></p> <p>Creative Activities: The Learner is able to relate to the skills acquired in Creative Activities as they role play the care of various items found in class.</p>				
<p><b>Suggested Learning Resources:</b></p> <p>Charts, pictures, flash cards, drawn pictures of items found in class, glue, crayons, realia, coloured pencils,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.0 My School	5.2 Care for my class  (12 lessons)	By the end of the sub-strand the learner should be able to; a) sign terms related to caring for my class, b) name items used for cleaning a class, c) identify items used for cleaning a class, d) dispose of litter appropriately, e) appreciate learning in a clean environment	<ul style="list-style-type: none"> <li>● In groups learners are guided to use large beads with big holes to string them onto a shoelace or thick yarn, promoting hand-eye coordination and fine motor control in readiness for signing activities.</li> <li>● In groups learner is guided to fingerspell and sign words relating to caring for my class.</li> <li>● Learner is guided to sign read pictures of the items used for cleaning the class in groups.</li> <li>● The learner is guided to draw and colour items used for cleaning the class.</li> <li>● In groups, learners are guided to use flashcards and picture cards to play games about things used for cleaning the class.</li> <li>● Learner is guided to colour the items used for cleaning the class.</li> <li>● In small groups, learner are guided on how to dispose litter appropriately.</li> <li>● In small groups, learners are guided to use appropriate materials to improvise cleaning materials and dustbins.</li> <li>● In small groups, learners are guided to role play on the various ways used for cleaning the class.</li> <li>● In groups, learners are guided to collect litter and dispose appropriately.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we clean classroom?</li> <li>2. How do we care for class?</li> </ol>

**Core Competence:**

- Critical thinking and problem solving- as learners learn to improvise dustbins and cleaning materials.
- Communication and Collaboration – learners develop signing skills as they sign words relating to caring for my class.

**Values:**

- Unity: cooperation – learners develop cooperation as they picture read in groups.
- Responsibility: hard work – as learners collect litter and dispose appropriately.

**Pertinent and Contemporary Issues:**

Environmental education and climate change: Environmental cleanliness as learners collect litter in class.

**Link to other learning area:**

Languages Activities: The learner is able to relate the skills acquired in Languages Activities as they fingerspell and sign words relating to caring for my class.

**Suggested Learning Resources:**

charts, picture cards, improvised dust bin, broom, flash cards, drawn pictures of desk, broom, water containers, mop or rug glue, crayons, pictures, colored pencils,



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>5.3 Cleanliness and toileting</b> (14 lessons)	By the end of sub strand the learner should be able to; <ol style="list-style-type: none"> <li>sign terms and attributes related to cleanliness and toileting,</li> <li>identify toilet facilities in the school,</li> <li>use toilet facilities for personal hygiene,</li> <li>appreciate the need to use a clean toilet for personal hygiene.</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners are guided to use manipulative toys like building blocks or interlocking toys to promote dexterity in readiness for signing activities.</li> <li>The learner is guided to sign terms related to cleanliness and toileting.</li> <li>The learner is guided to observe a chart and identify different types of toilet facilities.</li> <li>The learner is guided to sign read pictures on toilet facilities.</li> <li>In small groups, learners are guided to walk around the school compound and identify toilet facilities.</li> <li>The learner is guided to sign to express the urge for toileting.</li> <li>In small groups, learners are guided to role play seeking permission to go to the toilet.</li> <li>The learner is guided to sign read pictures on the appropriate use of toilet facilities.</li> <li>The learner is guided to observe a role play on the use of sanitary facilities.</li> <li>In pairs or in groups, learner is guided to use games to practise the use of toileting facilities.</li> </ul>	How do we use toilet facilities?

			<ul style="list-style-type: none"> <li>● In pairs or groups, learners are guided to share about the need to use clean toilet/ latrine for personal hygiene.</li> <li>● Learner is guided to observe a signed audio visual clip on appropriate use of toilet facilities.</li> </ul>	
<p><b>Core Competence to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and collaboration: learner signs clearly and effectively while sharing about the need to use clean toilet/ latrine for personal hygiene.</li> <li>● Self-efficacy: the learner knows who they are while expressing the urge for toileting.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Respect: humility: as the learner seeks permission to go to the toilet.</li> <li>● Responsibility: self-drive as learner observes hygiene while using the toilet facilities.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Health promotion: Personal hygiene as the learner practises the use of toileting facilities.</p>				
<p><b>Link to other learning area:</b> The learner is able to relate the skills used in seeking permission to go to toilet in Environmental activities to Language activities.</p>				
<p><b>Suggested Learning Resources:</b> Charts, picture cards of toilet facilities, flash cards, immediate environment, signed audio-visual clips, drawn pictures of toilet facilities, glue, crayons,</p>				

**s Suggested Assessment Rubric**

<b>Level</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
<b>Indicator</b>				
Ability to sign terms and attributes related to ‘My School’	Signs terms and attributes related to ‘My School’ with correct articulation and movement.	Signs terms and attributes related to ‘My School’	Signs some terms and attributes related to ‘My School’	Signs a few terms and attributes related to ‘My School’
Identifying the classmates by sign names for harmonious living.	Identifies all classmates by their sign names independently and consistently for harmonious living.	Identifies the classmates by sign names for harmonious living.	Identifies the some classmates by sign names with occasional assistance for harmonious living	Identifies with challenges some classmates by sign names even with assistance for harmonious living
Identifying sign names of items found in their class for familiarisation.	Identifies independently and consistently sign names of items found in the classroom with accuracy and precision. for familiarization	Identifies sign names of items found in their class for familiarisation	Identifies independently and consistently sign names of some items found in their class for familiarisation	Identifies with struggles sign names of some items found in their class for familiarisation
Cleaning the class using appropriate materials and method.	Cleans the class correctly and independently using appropriate materials and method and arranges the misplaced items to their proper places.	Cleans the class correctly using appropriate materials and method.	Cleans some parts of class correctly using appropriate materials and method but requires occasional reminders.	Cleans with struggles some parts of class correctly using some inappropriate materials and method.
Use toilet facilities for personal hygiene.	Using toilet facilities independently and correctly with complete independence for personal hygiene and minds the	Using toilet facilities correctly for personal hygiene.	Using toilet facilities sometimes correctly and with some minimal reminders for personal hygiene.	Using toilet facilities sometimes correctly, with challenges and reminders for personal hygiene.

	welfare of others by cleaning after use.			
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## APPENDIX I: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION

At this level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning Activities. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

<b>Steps in carrying out the integrated CSL activity</b>
<p><b>1) Preparation</b></p> <ul style="list-style-type: none"> <li>• Determine the activity for the learners</li> <li>• Map out the targeted core competencies, values and specific learning Activities skills for the CSL activity</li> <li>• Identify resources required for the activity (locally available materials)</li> <li>• Stagger the activities across the term (Set dates and time for the activities)</li> <li>• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community</li> <li>• Identify and develop assessment tools</li> </ul>
<p><b>Implementation of CSL Activity</b></p> <ul style="list-style-type: none"> <li>• Assigning roles to learners.</li> <li>• Ensure every learner actively participates in the activity</li> <li>• Observe learners as they carry out the CSL activity and record feedback.</li> <li>• Use an appropriate assessment tool to assess both the process and the product (Assess learner’s work from the beginning to the end product)</li> <li>• Assess the targeted core competencies, values and subject skills.</li> </ul>

### 3) Reflection on the CSL Activity

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Activities. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

### ASSESSMENT OF THE COMMUNITY SERVICE LEARNING ACTIVITY

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

### APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES

Suggested Learning Resources	Suggested Assessment Methods
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- Approved curriculum support materials
- Resources from local Environment (home and school)
- Stationery
- Digital devices
- Manilla Papers
- Drawing materials
- Clay soil/ plasticine
- Water
- Plastic bottles
- Pictures or picture cut outs /Newspaper cuttings/Photographs
- Flash Cards
- Charts
- Crayons
- Realia

- Observation
- Aural questions
- Oral/ signed question
- Written tests
- Self-assessment
- Peer assessment
- Projects

**Assessment Tools**

- Observation schedule
- Checklists
- Rating scales
- Rubrics
- Questionnaires
- Project
- Journals
- Portfolio
- Oral/ signed or Aural Questions
- Learner's profile
- Anecdotal Records
- Written Assessment

**Non formal Activities that support learning**

- Games and sports
- Clubs and societies
- Other school events