



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
LOWER PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 1

FOR LEARNERS WITH HEARING IMPAIRMENT



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

JANUARY 2024

First Published 2017

Revised 2024

All rights reserves. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

ISBN:

Published and printed by Kenya Institute of Curriculum Development

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 Grade one curriculum designs for learners with Hearing Impairments build on competencies attained by learners at Pre-primary level. Emphasis at this grade is the development of basic literacy, numeracy and skills for interaction with the environment.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and sub strands. The designs also outline suggested learning experiences, 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 designs 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. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade one curriculum furthers implementation of the CBC from Pre Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. 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 Realizing 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 Grade 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 Grade one and prepare them for smooth transition to Grade two. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

DR. BELIO KIPSANG', CBS
PRINCIPAL SECRETARY
STATE DEPARTMENT FOR BASIC EDUCATION
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 (*SNE adapt*) 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 (BECF)2017, that responds to the demands of the 21st 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 Grade 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 Grade 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 these 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 Grade one and preparation of learners with Hearing impairment for transition to Grade two.

PROF. CHARLES O. ONG'ONDO, PhD, MBS
DIRECTOR/CHIEF EXECUTIVE OFFICER
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

FOREWORD	ii
PREFACE.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
NATIONAL GOALS OF EDUCATION	vi
LESSON ALLOCATION FOR LOWER PRIMARY	viii
LEVEL LEARNING OUTCOMES	viii
Acquire appropriate practical skills and values for problem solving in conserving the environment.....	viii
ESSENCE STATEMENT	ix
SUBJECT GENERAL LEARNING OUTCOMES.....	x
SUMMARY OF STRANDS AND SUB STRANDS.....	xi
STRAND 1.0 SOCIAL ENVIRONMENT.....	1
2.0 Natural Environment.....	11
STRAND 3.0 RESOURCES IN OUR ENVIRONMENT	19
Appendix I Community Service Learning at Lower Primary.....	26
APPENDIX II: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES.....	28

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 to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious coexistence.

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 competencies 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.

LESSON ALLOCATION FOR LOWER PRIMARY

S/ No.	Learning Area	Lesson
1	Mathematical Activities for Learners with Hearing Impairment	5
2	English Language Activities for Learners with Hearing Impairment	5
3	Environmental Activities for Learners with Hearing Impairment	4
4	Creative Activities for Learners with Hearing Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Hearing Impairment	4
7	Kenyan Sign Language Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	Total	31

LEVEL LEARNING OUTCOMES

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

Acquire appropriate practical skills and values for problem solving in conserving the environment.

1. Communicate appropriate messages using sign language for conserving the environment.
2. Demonstrate appropriate values, attitudes and practices for sustainable interactions.
3. Practise proper hygiene and good health habits to promote the well-being of self, others and the environment.
4. Apply acquired competences in solving environmental challenges for sustainable development.
5. Participate in community service learning to promote environmental and social well-being.
6. Observe safety precautions to limit risks to self and others while exploring the environment.
7. Appreciate the country's rich and diverse cultural heritage for harmonious living in the community.

ESSENCE STATEMENT

Environmental Activities for Grade 1 – 3 is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities at Pre Primary level. Skills of observation, sign identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills are further developed. Experiential learning will be utilised to enable the learner with hearing impairment explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate natural environment and its cultural diversity in the endeavour to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in Upper Primary level through concepts in related learning areas.

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 situations 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, Hygiene and Nutrition, 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 LEARNING OUTCOMES

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

1. Participate actively in environment, hygiene and nutrition activities in conservation of resources.
2. Use scarce resources through innovative practices to contribute towards food and nutrition security.
3. Engage in food production processes for self-sustainability, health and economic development.
4. Adopt personal and environmental hygiene practices for healthy living.
5. Apply appropriate production techniques, innovative technologies, digital and media resources to enhance sustainable agricultural and household practices.
6. Appreciate agricultural and household skills as a worthy niche for hobby, career development, further education and training.

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands
1.0 SOCIAL ENVIRONMENT	1.1 Cleaning My Body 1.2 Our Home 1.3 Family Needs 1.4 Our School 1.5 Our Market
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky 2.2 Soil 2.3 Sound
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water 3.2 Plants 3.3 Animals

STRAND 1.0 SOCIAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Cleaning My Body <ul style="list-style-type: none"> • <i>Face</i> • <i>Teeth</i> • <i>Hands</i> • <i>Feet and Hair</i> <p>(13 Lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <p>a) sign words related to materials used to clean different parts of the body,</p> <p>b) identify materials used to clean different parts of the body,</p> <p>c) clean parts of the body using locally available materials,</p> <p>d) appreciate the importance of a clean body for personal hygiene.</p>	<ul style="list-style-type: none"> • Learners are guided to fingerspell and sign the words related to care of the body and materials used to clean the different parts of the body. • In groups, learners are guided to observe pictures of parts of the body. • Learners are guided to name the identified body parts. • Learners are guided to observe pictures and name/ sign materials used to clean different parts of the body (soap, water, and tooth-paste). • Learners are guided to observe a demonstration on cleaning parts of their body (<i>face, hair, hands, legs, and feet</i>). • The learner is guided to draw and colour materials used to clean different parts of the body. • In groups, learners are guided to clean their (<i>Face, Hands, Feet and Hair</i>) without wasting cleaning materials and resources. (<i>soap, water, toothpaste</i>) • In pairs, learners are guided to match cleaning materials used to clean face, brush teeth, hands, feet and hair (sponges, pumice stone, face towel, plant fibres, toothbrush, ear buds). • Learners are guided to watch a signed or captioned video or observe pictures on oral hygiene for personal wellbeing. • Learners share what they have observed and relate to daily life. • Learners think, pair and share information on problems related to oral hygiene (<i>bad breath, bleeding gums, cavities</i>). • The learners are guided to practise brushing teeth for personal well-being. 	<ol style="list-style-type: none"> 1. How do you clean your body parts? 2. Why should we clean our body parts?

			<ul style="list-style-type: none"> • In pairs, learners are guided to role play how to clean the parts of the body. • In groups or pairs, learners are guided to sing/ <i>sign-sing</i> songs, recite poems on cleaning different parts of the body. • Learners are guided to create and maintain a journal on cleaning different parts of the body. • In pairs, learners are guided to create a healthy habit poster showing the importance of oral habits. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: Learners developed the skill of asking questions as they debate on how to create a healthy habit poster showing the importance of oral habits. • Communication and collaboration: Learners developed the skill of Signing engagingly as they participate in group discussion when naming parts of the body. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance diligence and excellence while cleaning their various body parts without wasting cleaning materials and resources. • Integrity: Learners enrich accountability as they use cleaning materials like soap and water prudently. • Peace: Learners give compassionate responses to classmates experiencing teeth health issues. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues: Learners develop the skill of cleaning their bodies as they clean their (Face, Hands, Feet and Hair) as a way of practising personal cleanliness. 				
<p>Link to other Learning Areas: Creative Activities: as learners sing/ <i>sign-sing</i> songs, recite poems on cleaning different parts of the body.</p>				
<p>Suggested Learning Resources: Adapted learner's book, digital devices, tooth brush, tooth paste, pumice stone, face towel, soap, water, picture cards, pencils, crayons, colour pencils, journals, posters,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Our Home (8 Lessons)	By the end of the Sub Strand, the learner should be able to: a) sign terms related to home environment, b) identify materials used to clean a home environment, c) state common accidents at home for personal and others' safety, d) carry out activities to ensure cleanliness in the home, e) reflect on the importance of observing safety precautions while carrying out cleaning activities in the home.	<ul style="list-style-type: none"> • Learners are guided to identify, fingerspell and sign words related to home environment. • Learners are guided in groups to observe charts or picture cards and identify different materials used to clean a home environment, • Learners are guided in groups to identify, fingerspell and sign the different materials used to clean a home environment. • The learner is guided to draw and colour materials used to clean a home environment. • In groups learners are guided to watch audio visual clips or observe pictures of common accidents that occur at home (falls, cuts and burns). • In small groups, learners are guided to sign read pictures of common accidents that occur at home. • In groups, learners are guided to share information on common accidents that occur at home. (falls, cuts and burns). • In groups, learners are guided to watch signed or captioned audio visual clips or observe pictures on ways of preventing accidents at home, (wiping spills, arranging furniture properly, disposing waste appropriately, covering open pits, proper handling of tools like knives and forks). 	How can you make your home environment clean and safe?

<p>Core competency to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Learners speaking and <i>sign engagingly</i> and listen and observe keenly, as they share information on common accidents that occur at home. (falls, cuts and burns).
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as the learners watch signed or captioned audio visual clips or observe pictures on ways of preventing accidents at home.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Disaster Risk Reduction: as learners watch signed or captioned audio visual clips or observe pictures on ways of preventing accidents at home
<p>Link to other Learning Areas:</p> <p>Language Activities: Learner relates to skills acquired in Language Activities as they identify, fingerspell and sign the different materials used to clean a home environment.</p>
<p>Suggested Learning Resources:</p> <p>digital devices, water, soap, piece of cloth, adapted learner's book, duster, mop, charts, picture cards, pencils, colour pencils, crayons,</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Family needs (13 Lessons)	By the end of the Sub Strand, the learner should be able to: a) <i>sign words related to family needs,</i> b) identify basic needs in the family, c) classify items and structures as basic needs in the family, d) categorise foods from plants and animals eaten at home, e) select suitable foods for a healthy body, f) appreciate different needs in the family.	<ul style="list-style-type: none"> • Learners are guided to fingerspell and sign words related to basic needs in the family. • In groups, learners are guided to brainstorm and share the meaning of basic needs. • Learners are guided to watch a captioned or signed audio visual clips on different basic needs in the family. • Learners are guided to observe pictures of different basic needs in the family (food and water, clothing and shelter), from a chart or picture books. • Learners are guided to watch a signed/ captioned audio visual clip or observe pictures on the various family needs items. (food, water, clothing and hut/house). • The learner is guided to draw and colour different family needs items (food items, water storage container/tap, clothing and hut/house). • In pairs, learners are guided to observe pictures and match them with the names of various basic needs of the family. • In groups, learners are guided to observe signed poems or compose and sign/recite poems on different family needs. • In small groups learners are guided to sing/ sign-sing songs on different family needs. 	<ol style="list-style-type: none"> 1. How do we identify things we need at home as a family? 2. How do we choose the food we eat?

			<ul style="list-style-type: none"> • In groups, learners are guided to record signed poems and songs on different family needs using available digital devices. • In groups, learners are guided to make picture cuts of different family needs (food, water, clothing, and house). • The learner is guided to keep a reflection journal on the need to care for different family needs. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Interaction with digital technology skill is developed as learners manipulate digital devices to record poems and songs on different family needs. • Citizenship: Active community/family life skill is developed as learners keep a reflection journal on the need to care for different family needs. • Creativity and imagination: originality skill is developed as learners draw and colour different family needs items. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: patience with each other as they appreciate diverse opinions while sharing information on different family needs. • Responsibility: as learners practice care for family needs. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues: Health and hygiene is promoted as learners develop the skills of keeping their bodies clean and warm to avoid diseases. 				
<p>Link to other Learning Areas: Creative Activities: as learners sing/ sign-sing songs on different family needs.</p>				
<p>Suggested Learning Resources Adapted learner’s book, pictures cards, pencils and crayons, captioned or signed audio visual clips, journals,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our School <ul style="list-style-type: none"> • <i>Main physical features</i> • <i>Safety</i> (8 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign the names of physical features found in school and home, b) identify main physical features between home and school, c) draw main physical features between home and school, d) apply personal safety on the way to school, e) acknowledge the significance of identifying places using key features. 	<ul style="list-style-type: none"> • In groups, learners are guided to watch signed or captioned videos or observe pictures of physical features found in relative locations and tell/ sign what they have observed. • In groups, learners are guided to fingerspell and sign the names of the identified physical features. • In groups, learners are guided to discuss and share information on the main features between home and school (physical and build-up features such as rivers, hills, forest, bridges, roads, buildings).(Ensure learners adopt a sitting arrangement where they can observe each other clearly as they discuss.) • The learner is guided to draw and colour the main physical features found between home and school and display them in class. (river, hill, bridge, road, building and forest). • In pairs, learners are guided to play digital games on locating main features between their home and school. • In groups the learners are guided to role play safety measures to take on their way to school. (observing road signs, not speaking to strangers, not picking foods from strangers, respect community helpers) 	<ol style="list-style-type: none"> 1. How do you identify your way to school? 2. How can you be safe while coming to school?

Core Competencies to be developed:

- Communication and Collaboration: Teamwork, as learners role play on safety measures to take on their way to school
- Digital Literacy: Interaction with digital technology, as learners play educative digital games on locating main features between their home and school.
- Creativity and imagination: Originality, as learners draw and colour the main physical features between home and school.
- Self-efficacy: The skill of knowing my home and school, as learners identify general features between their home and school.

Values:

- Unity: Learners enrich cooperation as they display team spirit during playing of educative games on locating main features between their home and school.

Pertinent and Contemporary Issues:

- Disaster risk reduction: Safety at home and school is developed as learners acquire safety awareness during role play on safety measures on their way to school and back.

Link to other learning areas:

Creative Activities: learner relates to the skill of drawing and coloring as they draw and colour physical features between home and school.

Suggested Learning Resources

Digital devices, crayons, colour pencils, pencils, pictures, local environment, internet sources, adapted learner's book,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Activities	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our market (9 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign the names of different fruits and vegetable found in the market, b) identify roles of people in the market, c) list food items found in a market, d) categorise food items found in the market into fruits and vegetables, e) appreciate activities that are carried out in the market.	<ul style="list-style-type: none"> • The learner is guided to fingerspell and sign the names of different fruits and vegetables found in the market. • Learners are guided to watch a signed or captioned audio visual clip on people in the market and their roles. • Learners are guided to watch a captioned or signed video clip on things found in the market. • Learners are guided to sign names of things found in the market. (fruits and vegetables) • Learners are guided to observe picture cards or flash cards of different fruits and vegetables found in the market, identify, sign and fingerspell them. • In groups, learners are guided to use flashcards or pictures to match fruits to identify fruits and vegetables found in the market.(bananas, oranges, lemon, spinach, carrots, cabbage,) • The learner is guided to draw and colour different fruits and vegetables found in the market (orange, mango, banana, sukuma wiki,) and display their work for peer assessment. • In pairs, learners are guided to use picture cards or flashcards to sort and group vegetables and fruits found in the market. • In groups or pairs, learners are guided to use digital devices or pictures from paper cuttings 	<ol style="list-style-type: none"> 1. How do we identify things found in the market? 2. Why do we have markets? 3. Why do we need things from the market?

			<p>of fruits and vegetables found in the market and make a portfolio.</p> <ul style="list-style-type: none"> • In groups, learners are guided to recite/sign poems and sing/<i>sign-sing</i> songs on fruits and vegetables found in the market. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: Speaking/ signing engagingly and listening/ observing keenly as learners contribute and show understanding of the concept market with fruits and vegetables found there. • Digital Literacy: Interaction with digital technology skills as learners take photographs of things found in the market. • Creativity and imagination: originality, as learners draw and colour different fruits and vegetables found in the market. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: cooperation as learners draw and colour different fruits and vegetables found in the market in groups. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Learner support programme: Learners develop the skill of career guidance and awareness as they draw and colour different fruits and vegetables found in the market. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Mathematics Activities: as learners sorting and grouping fruits and vegetables found in the market can be used when learning. • Creative Activities: drawing and coloring skills as learners draw, colour and display different fruits and vegetables found in the market. 				
<p>Suggested Learning Resources</p> <p>Adapted learner's book, local environment, the market, pictures, charts, flashcards, signed/captioned audio visual clips, pencils, crayons,</p>				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign terms and attributes related to social environment.	Signs terms and attributes related to social environment in the correct movement and articulation.	Signs terms and attributes related to social environment.	Sign some terms and attributes related to social environment.	Sign a few terms and attributes related to social environment.
Ability to identify materials used to clean different parts of the body and a home environment.	Exhaustively identifies materials used to clean different parts of the body and a home environment.	Identifies materials used to clean different parts of the body and a home environment	Partly identifies materials used to clean different parts of the body and a home environment.	Partly identifies materials used to clean different parts of the body and a home environment with prompts.
Ability to identify common accidents at home for personal and others' safety.	Identifies common accidents found at home and give descriptions to each at home for personal and others' safety.	Identifies common accidents found at home at home for personal and others' safety.	Identifies common accidents at home at home for personal and others' safety with minimal understanding.	Identifies some accidents found at home at home for personal and others' safety, but does not show understanding of the accidents.
Ability to carry out activities to ensure cleanliness of body parts and the home using locally available resources.	Carries out activities to ensure cleanliness of body parts and the home using locally available resources frequently.	Carries out activities to ensure cleanliness of body parts and the home using locally available resources.	Carries out activities to ensure cleanliness of either body parts or the home using locally available resources occasionally.	Rarely carries out activities to ensure cleanliness of either body parts or the home using locally available resources.

Ability to classify physical needs in the family.	Classifies physical needs in the family and gives examples.	Classifies physical needs in the family.	Classifies physical needs in the family with minor errors.	Classified physical needs in the family inaccurately unless assisted.
Ability to categorize foods from plants and animals eaten at home.	Categorizes foods from plants and animals and exhibits a deep understanding of the differences.	Categorizes foods from plants and animals.	Categorizes foods from plants and animals with minor noticeable errors.	Categorizes foods from plants and animals with inaccuracies.
Ability to apply personal safety on the way to school.	Applies personal safety on the way to school with precision.	Applies personal safety on the way to school.	Demonstrates minimal application of personal safety on the way to school.	Applies personal safety on the way to school with assistance
Ability to categorize different fruits and vegetables found in the market.	Categorizes different fruits and vegetables found in the market with clear understanding of the differences.	Categorizes different fruits and vegetables found in the market	Categorizes either fruits or vegetables found in the market	Categorizes different fruits and vegetables found in the market but mixes up some.

2.0 Natural Environment

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.1 Weather and the sky (12 Lessons)	By the end of the topic, the learner should be able to: a) sign words related to weather and the sky, b) describe the appearance of the sky during the day and at night, c) identify different weather conditions as presented in a weather chart, d) record different weather conditions in the locality, e) appreciate differences in weather conditions at different times of the day.	<ul style="list-style-type: none"> • The learner is guided to sign and fingerspell words related to weather and sky. • Learners are guided to observe the sky (the moon, sun and stars) during the day and at night and share their observations with others. • In groups, learners watch a <i>captioned</i> video or observe pictures showing the sky during the day and at night. • Learners are guided on how to observe differences in the appearance of the sky during the day and at night and record their findings and share their observations. • In groups learners are guided to observe different weather conditions presented in a weather chart. (cloudy, sunny, windy, rainy, calm). • In groups or pairs, learners observe and share ideas on prevailing weather conditions (cloudy, sunny, windy, rainy, calm) as an outdoor activity and make a weather chart. • Learners are guided to make and maintain a one-week daily journal on weather conditions. • Learners are guided to draw and colour a picture on weather conditions. 	<ol style="list-style-type: none"> 1. How is the weather today? 2. How does the sky look like at night and during the day?

			<ul style="list-style-type: none"> • In groups learners role play/mime various weather conditions for enjoyment • Learners are guided on how to find out more about the sky during the day and at night from parents/ guardians/peers • Learners are guided to tell/ sign stories and make audio recordings or signed video recordings about weather or a day with specific weather events. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: Interaction with digital technology as learners take videos to record stories about weather • Creativity and imagination: Originality is developed as learners tell stories about weather or a day with specific weather events. • Communication and collaboration: Listening keenly/ observing keenly is displayed as learners share ideas when discussing the appearance of the sky at night and various weather conditions. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance resilience as they engage in making and maintaining a daily journal on weather conditions. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Disaster risk reduction- Weather awareness skills are developed as learners recognize different weather conditions of the day. 				
<p>Link to other Learning Areas: English Activities: Weather conditions in the locality can be used to develop the skill of journaling and appropriate planning.</p>				
<p>Suggested Learning Resources Sky (immediate environment), adapted learner' s book, digital devices, crayons, pencils, colour pencil, picture cards, charts,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (8 Lessons)	By the end of the sub-strand, the learner should be able to: a) sign words related to soil, b) identify ways of playing with soil for enjoyment, c) play with soil for enjoyment, d) model objects using soil at school, e) develop curiosity in playing with soil for enjoyment.	<ul style="list-style-type: none"> ● Learners are guided to fingerspell and sign words related to soil. ● Learners are guided to think, pair and share ways of playing with soil for enjoyment. ● In groups, learners are guided to fingerspell and sign words related to soil in the environment. ● In pairs, learners are guided to fill and empty cans with soil for fun. ● In groups or pairs, learners are guided to watch captioned videos or observe pictures of objects. ● Learners draw and make different patterns using soil paints. ● In groups, learners are guided to model different objects using soil (plate, bowl and a ball) and thereafter wash their hands with soap and clean running water. ● Learners are guided to clean up the working space after modelling in groups. ● Learners are guided to recite poems and sing/sign-sing songs to peers while playing with soil for fun. 	<ol style="list-style-type: none"> 1. How can we play with soil? 2. How could we model different objects from soil?

Core Competencies to be developed:

- Communication and collaboration: Learners develop the skill of listening/observing keenly and speaking/signing engagingly as they recite poems and sing/sign-sing songs
- Self-efficacy- Learners develop high self-esteem as they model different objects using soil.
- Creativity and imagination: Learners develop originality skills as they model different objects using soil.

Values:

- Unity: Cooperation as learners take roles during modelling of different objects using soil.
- Social justice: Learners enhance inclusion as they taking turns to fill and empty cans with soil for fun.

Pertinent and Contemporary Issues:

- Health Promotion Issues: Health and hygiene skills are developed by learners as they wash hands with soap and clean running water after the modelling activity.

Link to other Learning Areas:

Creative Activities: as learners model different objects using soil.

Suggested Learning Resources

Adapted learner's book, digital devices, different types of soil, water, containers, bottles,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Sound (12 Lessons)	By the end of the Sub Strand, the learner should be able to: a) sign words related to objects and animals that produce specific sounds in the immediate environment, b) identify objects that produce specific sounds or vibrations in the immediate environment, c) create sounds from objects for enjoyment, d) discriminate sounds that alert us on dangers for appropriate response, e) acknowledge sounds that alerts us to dangers.	<ul style="list-style-type: none"> ● Learners are guided to fingerspell and sign words related to objects and animals that produce specific sounds in the immediate environment. ● In groups learners are guided to watch a captioned video or observe pictures of various animals/things that produce specific sound/ vibrations. ● Learners are guided to fingerspell and sign words related to objects and animals that produce specific sounds in the immediate environment. ● In groups learners are guided to take a walk in the immediate environment to identify specific sounds or vibrations or signals from human (screaming), animals(cow, cat, donkey, hen, goat), machines (ambulance siren, vehicle hooting) or that which is natural such as thunder;) and share or imitate the sounds heard /vibrations perceived/ lip-read. (ensure learners who are hard of hearing have assistive devices fitted with appropriate technology such as hearing aids) ● In groups, learners are guided to watch a captioned/ signed video on ways of creating sound/vibrations using the body, objects and voice, sign the words (plucking, hitting, blowing, shaking snapping, tapping and clicking) ● In groups, learners are guided to imitate and record videos or audios of sounds/vibrations/ lip-read from humans(screaming), animals(cow, cat, donkey, hen, 	<ol style="list-style-type: none"> 1. How do animals and other objects in our environment produce sounds? 2. Why are some sounds important in our lives?

			<p>goat), machines (ambulance siren, vehicle hooting)or that which is natural such as thunder).</p> <ul style="list-style-type: none">• In pairs, learners are guided to identify sounds/vibrations/signals used to alert us to dangerous situations.• In purposive groups, learners are guided to explore sources of loud sound/ strong vibrations and their effects to health and safety in the immediate environment.• Learners are guided to observe practices that limit harmful effects of loud sounds.• In groups learners are guided to watch captioned videos or observe pictures and sign the harmful effects of loud sound to health and safety.• Learners are guided to think, pair and share information on harmful effects of loud sound to health and safety.• In groups learners recite a poem on limiting harmful effects of loud sounds.• Learners are guided to make posters on harmful effects of loud sound.• Learners are guided to sign and obey laws and regulation on sounds that alert us on dangers for appropriate response.	
--	--	--	--	--

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learning independently is developed as learners take a walk in the immediate environment to identify various sounds/ vibrations/ signals. • Digital literacy: Creating with technology is developed as learners record audios or videos on various sounds/ signals. • Self-efficacy: The skill of making observations is developed as learners identify sounds/vibrations/signals used to alert us to dangerous situations.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance diligence while engaging in sound walk and taking turns while doing activities. • Patriotism: Learners enrich loyalty as they obey laws and regulation on sounds that alert us on dangers for appropriate response.
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Disaster risk reduction: Learners develop safety skills as they share information on limiting harmful effects of loud sounds.
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Language activities: Sounds in the immediate environment can be used to develop the skill of attentive listening.
<p>Suggested Learning Resources Adapted learner’s book, immediate environment, digital devices, hearing aids, animals, machines, humans, captioned and signed audio visual clips,</p>

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign words related to the natural environment.	Signs words related to the natural environment with clarity and interprets a wide range of words.	Signs words related to the natural environment.	Signs words related to the natural environment and demonstrates basic understanding of the words.	Signs words related to the natural environment with inaccuracies.
Ability to identify different weather conditions as presented in a weather chart.	Identifies different weather conditions as presented in a weather chart with details.	Identifies different weather conditions as presented in a weather chart.	Identifies different weather conditions in the as presented in a weather chart with minimal errors.	Identifies some weather conditions as presented in a weather chart.
Ability to model different objects using soil at school.	Models different objects using soil at school showing skills in detail.	Models different objects using soil at school	Models different objects using soil at school with minimal mistakes.	Models different objects using soil at school but misses out major steps.
Ability to discriminate sounds, vibrations or signals that alert us on dangers for appropriate response.	Clearly discriminates sounds /vibrations/signals that alert us on dangers for appropriate response	Discriminates sounds, vibrations or signals that alert us on dangers for appropriate response.	Discriminates some sounds, vibrations or signals that alert us on dangers appropriate response.	Barely discriminates sounds, vibrations or signals that alert us on dangers for appropriate response.

STRAND 3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.1 Water (13 Lessons)	By the end of the Sub Strand, the learner should be able to: a) sign words related to sources and uses of water, b) identify sources of water in the immediate environment, c) record uses of water at home and at school, d) conserve water at home and school, e) acknowledge different sources of water in the immediate environment.	<ul style="list-style-type: none"> • In groups or pairs, learners are guided to sign words related to sources and uses of water. • In groups or pairs, learners are guided to watch videos (signed or captioned) or observe picture cards and sign picture cards of different sources of water and sign them. • In groups or pairs, learners are guided to draw and colour different sources of water (river, dams, lakes, oceans, rain). • Learners are guided to watch videos (signed or captioned) or observe picture cards on the uses of water at home and school and sign them .Share with peers in class (We drink it, wash with it, swim in it, We wash ourselves with it.) • In groups or pairs, learners are guided to brainstorm and share experiences on careful use of water in the home and school. • Learners are guided to watch videos or observe pictures on common practices showing proper use of water in the home and school. Sign the uses of water • In groups or pairs, learners model sources of water in the class learning space or corner using locally available materials and do peer assessment (rivers, lakes, dams, oceans) • In groups learners are guided participate in school water day to share experiences/create awareness on using water sparingly (careful use of water, re-using water) 	<ol style="list-style-type: none"> 1. How can we use water without wasting it? 2. Why do we care for water sources?

			<ul style="list-style-type: none"> • In groups, learners are guided to complete a simple word puzzle on sources of water at home and school. • Learners are guided to play computer games on sources of water at home and school. • In groups learners are guided to role play using water sparingly at home and school. • In groups learners, are guided to make posters on using water sparingly at home and school and display their work for further learning and peer assessment. 	
<p>Core Competencies:</p> <ul style="list-style-type: none"> • Communication: Listening/ observing keenly and speaking/ signing engagingly as learners share ideas on the different sources of water in the immediate environment. • Learning to learn: Developing relationships is developed as learners model sources of water with peers. • Creativity and imagination: Originality skills are developed as learners draw and colour different sources of water. 				
<p>Values:</p> <ul style="list-style-type: none"> • Unity: Learners enrich equality as they display team spirit when they participate in school water day to share experiences on using water sparingly. • Respect: Learners enhance acceptance of their peers when they appreciate their diverse opinions as they think, pair and share experiences on careful use of water in the home and school. • Responsibility: Learners enhance resilience as they engage activities involving careful usage of water and re-using water. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues- Health and hygiene awareness is enhanced as learners drink clean water and role play using water sparingly for personal wellbeing. 				
<p>Link to other Learning Areas:</p> <ul style="list-style-type: none"> • Creative Arts: Sources of water in the immediate environment can develop the skill of modelling. • English Activities: Sources of water in the immediate environment can be used to develop the skills of listening/observing, speaking/signing. 				
<p>Suggested Learning Resources Adapted learner’s books, digital devices, crayons, pencils, captioned and signed audio visual clips, picture cards, pictures sign cards,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign words related to parts of the plant, b) identify parts of a plant found in the school garden/ compound, c) draw different parts of a plant found at school, d) carry out activities that conserve plants in the immediate environment, e) advocate for conservation of plants in the immediate environment. 	<ul style="list-style-type: none"> ● Learners are guided to observe picture cards and picture sign cards and sign words related to parts of a plant. ● Learners are guided to take a nature walk within the school compound/garden to observe parts of the plant (roots, stem, and leaves), bring some plants to the classroom, name /sign and finger-spell parts of the plant. ● In groups or pairs, learners are guided to watch captioned video clips, observe pictures or use photographs to identify different parts of a plant and sign them. ● In groups or pairs, learners are guided to draw or take photographs of parts of a plant and display their work for further learning and peer assessment. ● Learners are guided to mount parts of the plants for further learning. ● In groups learners are guided to have a nature walk and explore different plants in the immediate environment and sign them. ● In groups or pairs, learners are guided to plant a plant immediate environment and conserve it. 	How can we care for plants?

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: Interaction with technology skill is developed as Learners take photographs of parts of a plant. • Learning to learn: Learners develop self-discipline as they go for a nature walk and explore different plants in the immediate environment. • Communication and Collaboration: Teamwork is developed as learners contribute to group decision making by participating actively in the activities being carried. • Citizenship: Learners develop responsibility as they take care of plants in their immediate environment by watering. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: Learners enhance diligence as they take care of plants in their immediate environment by watering. • Patriotism: Learners enrich citizenship as they show love to their country by watering plants found in their environment. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Environmental Education and climate change: Caring for plants by watering them is promoted as learners water plants in the school compound. 				
<p>Link to other Learning Areas: Creative Activities: Learners apply skills in Creative Activities as they draw and colour different parts of a plant</p>				
<p>Suggested Learning Resources Adapted learner's book, digital devices, picture cards, charts, crayons, pictures, plants, parts of a plant, sign picture cards,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (10 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) sign names of domestic animals in their immediate environment, b) identify different domestic animals in the immediate environment, c) list domestic animals used as food in the locality, d) acknowledges diversity of animals in the immediate environment. 	<ul style="list-style-type: none"> • The learner is guided to observe sign picture cards and picture cards of different domestic animals and sign them. • Learners are guided to watch a captioned video or observe pictures of domestic animals in the immediate environment and tell/sign the domestic animals observed. • In groups, learners are guided to take a nature walk to observe diversity in animals and share their findings. • Learners are guided to watch video clips of domestic animals being watered, fed and treated. Share their observations in class/ sign what they have observed, • In groups learners are guided to list domestic animals used as food on a chart and display it in class. (rabbit, goat, sheep, chicken, cow) • Learners are guided to wash their hands using clean running water after interacting with the animals for personal hygiene. • Learners are guided to make a journal on the number of times they feed or water animals in a day. • Learners are guided to gather more information on domestic animals from parents or guardians and share the information in class. 	How can we care for animals in our immediate environment?

Core Competencies to be developed:

- Communication and collaboration: Speaking/signing and listening/observing skills are developed as learners participate in discussion on feeding and watering animals.
- Learning to learn: Exploration skills are developed as learners take nature walk to observe diversity in animals.

Values:

- Love: Learners enhance compassion as they portray a caring attitude during watering and feeding of some domestic animals in their immediate environment.
- Unity: Learners enrich cooperation as they display team spirit during nature-walk while observing diversity in animals.

Pertinent and Contemporary Issues:

Health promotion issues: Health and hygiene skills are developed by learners as they wash their hands using clean running water after feeding and watering animals.

Link to other Learning Areas:

Language Activities: as learners observe sign picture cards and picture cards of different domestic animals and sign them.

Suggested Learning Resources:

Adapted learner's book, signed and captioned audio visual clips, picture cards, sign picture cards, journals, immediate environment,

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign words related to resources in our environment	Signs words related to resources in our environment accurately and interprets a wide range of signs.	Signs words related to resources in our environment and uses appropriate language to convey understanding of basic concepts.	Signs words related to resources in our environment and demonstrates basic understanding of the words.	Signs words related to resources in our environment But fails to grasp the connections between different signs and words.
Ability to conserve water at home and school.	Conserves water consistently demonstrating the ability to use water sparingly at home and school.	Conserves water at home and school.	Conserves water at home and school with significant effort.	Conserves water at home and school with minimal effort.
Ability to conserve plants found in their immediate environment.	Conserves plants found in their immediate environment using locally available material.	Conserves the plants found in their immediate environment.	Shows progressive effort to conserve plants found in their immediate environment.	Conserves the plants found in their immediate environment with minimal effort.
Ability to recognize basic care for small domestic animals in their immediate environment.	Recognizes basic care for domestic animals in their immediate environment and uses the knowledge to care for small domestic animals.	Recognizes basic care for small domestic animals in their immediate environment with clear understanding.	Recognizes basic care for small domestic animals in their immediate environment and makes minimal attempts to apply the same.	Recognizes basic care for small domestic animals in their immediate environment but exhibits minimal understanding on application.

Appendix I Community Service Learning at Lower Primary

At this sub-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 area. 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:

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) Implementation of CSL Activity

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

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 Areas. 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 CSL 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: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
<ul style="list-style-type: none"> ● Observation ● Oral/ signed questions ● Written tests ● Portfolio ● Peer assessment ● Self-assessment <p>NB: where videos or pictures are used as learning resources, clear guidance should be given to ensure that learner’s safety is well taken care of.</p>	<ul style="list-style-type: none"> ● Laboratory Apparatus and Equipment ● Textbooks ● Software ● Relevant reading materials ● Digital Devices ● Recordings 	<ul style="list-style-type: none"> ● Visit the science historical sites. ● Use digital devices to conduct scientific research. ● Organising walks to have live learning experiences. ● Developing simple guidelines on how to identify and solve some community problems. ● Participating in talks by resource persons on science concepts. ● Participating in science clubs and societies ● Organising and participating in exchange programmes. ● Making oral presentations and demonstrations on science issues.