



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**LOWER PRIMARY SCHOOL CURRICULUM DESIGN**

**ENVIRONMENTAL ACTIVITIES**

**GRADE 2**

**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 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 two curriculum furthers implementation of the CBC from Pre Grade one. 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 two 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 two and prepare them for smooth transition to Grade three. Furthermore, it is my hope that teachers will use the adapted designs to make learning interesting, exciting and enjoyable.

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**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 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 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.

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## NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **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.

ii) **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 in the wake of rapid modernization. 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 recognizes 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.

**iii) Promote individual development and self-fulfilment**

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.

**iv) 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.

**v) 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.

**vi) 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.

**vii) 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.

**viii) 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 AT LOWER PRIMARY**

<b>S/ No.</b>	<b>Learning Area</b>	<b>No. of Lessons</b>
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
<b>8.</b>	Pastoral/ Religious Instruction Programme	1
	<b>Total</b>	<b>31</b>

## **LEVEL LEARNING OUTCOMES**

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

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

## **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 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**

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**

<b>Strands</b>	<b>Sub Strands</b>
1.0 SOCIAL ENVIRONMENT	1.1 Our Home 1.2 Family Needs and Wants 1.3 Our School 1.4 Our National Flag 1.5 Our Rights and Responsibilities 1.6 Our Market
2.0 NATURAL ENVIRONMENT	2.1 Weather 2.2 Soil 2.3 Light
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)
<p><b>1.0 Social Environment</b></p>	<p><b>1.1 Our Home</b>  (16 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) <i>sign terms related to keeping the home environment clean,</i></li> <li>b) differentiate between personal and common items used at home,</li> <li>c) identify materials used for cleaning personal and common items at home,</li> <li>d) clean personal and common items using locally available materials,</li> <li>e) advocate for a clean home environment for self and others' well-being.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Learners are guided to identify, fingerspell and sign terms related to keeping the home environment clean - utensils</i></li> <li>● Learners are guided in groups to brainstorm on common personal items found at home (comb, tooth brush, Face towel, handkerchief, socks, inner) (cups, plates, spoons, bowls, jug) and share in class.</li> <li>● Learners are guided in groups to brainstorm and share information on the various utensils found at home (<i>cups, plates, spoons, bowls, jug</i>).</li> <li>● The Learner is guided to draw and colour different utensils used at home and display them in class.</li> <li>● Learners are guided in groups to watch a <i>signed/captioned video</i> or observe pictures on the uses of different utensils used at home.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we keep our home clean?</li> <li>2. Why should we keep utensils clean?</li> </ol>

			<ul style="list-style-type: none"> <li>● The Learner is guided to match different utensils at home with their uses.</li> <li>● Learners are guided in pairs to sort and group utensils found at home.</li> <li>● Learners are guided to observe pictures of different materials used for cleaning utensils, sign them and share the signs in class (<i>sponge, sisal fibre, ash, piece of cloth</i>).</li> <li>● Learners are guided to draw and colour different materials used in cleaning utensils and display them in class.</li> <li>● Learners are guided in pairs to make cleaning materials using locally available materials and display in class for peer assessment.</li> <li>● Learners are guided in groups to watch <i>signed /captioned video clips</i> or demonstrations from a resource person on cleaning different utensils. <i>Sign language interpretation to be provided to support Deaf learners during demonstration from the resource person.</i></li> </ul>	
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			<ul style="list-style-type: none"> <li>• The learner is guided to wash utensils (<i>cup, plate, spoon, bowls, jug</i>) using suitable soap and soft material (<i>cloth, sisal, knitted/crocheted pads</i>)</li> <li>• Learners are guided to sort and appropriately dispose of waste after cleaning utensils.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>• Learning to learn: <i>The skills of learning independently</i> are developed by learners when washing utensils (<i>cup, plate, spoon, bowls, jug</i>) using suitable soap and soft material.</li> <li>• Creativity and imagination: <i>originality skill</i> is developed as learners draw and colour different materials used in cleaning utensils and display them in class.</li> <li>• Learning to learn: <i>Independence skills</i> are developed as the learner cleans furniture using suitable materials.</li> <li>• Communication and collaboration: <i>signing engagingly</i> is developed as learners share ideas on washing utensils using suitable materials.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners enhance self-drive as they clean utensils and dispose of waste appropriately.</li> <li>• Unity: learners enhance cooperation as they work in groups to make cleaning materials using locally available materials.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Health promotion issues: <i>Health and hygiene skills</i> are developed by learners as they wash their hands after handling waste materials to avoid communicable diseases.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematic Activities: Utensils found at home can be used in developing the skill of sorting and grouping.</li> </ul>				
<p><b>Suggested learning resources</b></p>				

Approved learning support materials, Local environment, Flash cards ,Pictures,DLP devices, smart phones,Improvised cleaning materials like sisal fibre, ash, Utensils cups, plates, spoons, Soap ,Sponge, water,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Healthy Environment</b>	<b>1.2 Family needs and wants</b>  (8 lessons)	By the end of the sub strand the learner should be able to: a) <i>sign words related to places within the locality where family needs are met,</i>  b) mention difference between family needs and wants, c) identify places within the locality where family needs are met, d) classify family needs and wants for financial literacy awareness, e) prioritise family needs over family wants, f) appreciate family needs and wants within the locality.	<ul style="list-style-type: none"> <li>● <i>Learners are guided in groups to identify, fingerspell and sign terms Family needs and wants.</i></li> <li>● Learners are guided in pairs to brainstorm and share family needs and wants,</li> <li>● The learners are guided to draw items that represent family wants,</li> <li>● Learners are guided in groups to observe pictures and photographs of different places where family needs are met (farm, grazing places, sources of water, hospital, market/shopping centres).</li> <li>● Learners are guided in in groups discuss the different places where family needs are met.</li> <li>● The Learner is guided to draw and colour places where family needs are met.</li> <li>● The Learner is guided to match family needs with places they are met.</li> <li>● Learners are guided in groups to sort and group pictures of goods and services into family needs and wants.</li> <li>● Learners are guided in groups to watch <i>captioned/signed video clips</i> of different ways of meeting family needs and share with others.</li> </ul>	How can we meet our basic needs?



<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: <i>Interaction with digital technology skill is developed as learners manipulate digital devices to take photographs of different places where family needs are met and sign them.</i></li> <li>• Citizenship: <i>Active community/family life skill is developed as learners reflect on different ways of meeting family needs and share with others.</i></li> <li>• Creativity and imagination: <i>Originality skill is developed as learners draw and colour places where family needs are met.</i></li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: Learners enhance patience as they appreciate diverse opinions while sharing information on different ways of meeting family needs.</li> <li>• Responsibility: Learners develop a sense of responsibility as they appreciate various family needs and wants.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Health promotion issues: <i>Health and hygiene is promoted as learners developed as learners appreciate ways of meeting family needs.</i></li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Mathematic Activities: Family needs and wants can be used to learn the skill of counting, sorting and grouping.</li> </ul>				
<p><b>Suggested learning resources</b>  Approved learning support materials ,Flash cards ,Pictures ,DLP devices ,Pictures of different foods, house and clothes, Foods such as flour, vegetables,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.3 Our School (8 lessons)	<p>By the end of sub strand the learner should be able to:</p> <p>a) sign words related to keeping the school environment clean,</p> <p>b) name ways of keeping the school environment clean,</p> <p>c) identify common accidents at school,</p> <p>d) clean the school environment for the wellbeing of self and others,</p> <p>e) advocate for a clean and safe school environment.</p>	<ul style="list-style-type: none"> <li>● In group, learners are guided to fingerspell and sign words related to keeping the school environment clean.</li> <li>● Learners are guided in groups to watch captioned /signed video clips or observe pictures on how to keep the school environment clean and share with others.</li> <li>● Learners are guided in groups to clean the school environment. (sweeping, disposing of waste, mopping the floor, wiping the windows and furniture)</li> <li>● Learners are guided to recite poems or sing/sign-sing songs about a clean school environment.</li> <li>● Learners are guided in groups to walk around the school compound to find out what can expose them to danger (fire, sharp objects, slippery floors, open pits, plastic bags), take photographs or note them down and share with others.</li> <li>● Learners are guided in groups to role-play ways of giving first aid to common accidents in school (suffocation, falls, burns, cuts, choking).</li> <li>● Learners are guided in groups to sort paper waste and recycle to make paper mache art and display in class for peer assessment.</li> </ul>	How can you keep the school environment safe?
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: <i>The skill of knowing my school</i> is developed by learners as they walk around the school compound to find out what could expose them to danger in the school.</li> <li>● Collaboration: <i>Teamwork</i> is developed as learners recognise the value of others as they role play ways of giving first aid to common accidents in school.</li> <li>● Creativity and imagination: Originality skills are developed by learners as they sort paper waste and recycle to make paper mache art.</li> </ul>				

**Values:**

- Respect: Learners enhance humility as they clean the school environment
- Unity: Learners enhance cooperation as they work in groups to clean the school environment.

**Pertinent and Contemporary issues:**

- Safety and security: *Personal safety and security skills* are developed by learners as they walk around the school compound to identify what could expose them to danger in the school.
- Disaster risk reduction: First aid basic skills are developed by learners as they role play ways of giving first aid to common accidents in school.
- Social Economic Issues: Learner develops disaster risk reduction when role playing ways of giving first aid to common accidents in school.

**Link to other Learning Areas:**

Paper waste recycling relates to concepts of making *papier-mâché* in Creative Activities.

**Suggested learning resources**

Approved learning support materials, Local environment ,Flash cards ,Pictures,DLP devices, Dust bins, Brooms, moppers,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	<b>1.4The National Flag</b>  <i>(Colours of the National Flag, National Anthem)</i>  <b>(5 lessons)</b>	By the end of the sub strand the learner should be able to: a) <i>sign words related to the national flag,</i> b) identify meaning of colours on the Kenya national flag, c) name events in which Kenya national anthem is sung, d) observe etiquette when raising and lowering the Kenya national flag, e) appreciate the importance of the national anthem.	<ul style="list-style-type: none"> <li>● <i>Learners are guided in groups to fingerspell and sign words related to the national flag.</i></li> <li>● Learners are guided in groups to watch captioned videos and observe pictures and photographs with colours of the Kenya National flag and sign them.</li> <li>● Learners are guided to draw and colour the national flag.</li> <li>● Learners are guided in pairs to rehearse and sing/<i>sign-sing</i> the national anthem.</li> <li>● Learners are guided to role play the expected behaviour (<i>stand at attention and show respect</i>) when raising and lowering the National Flag.</li> <li>● In pairs, learners are guided to demonstrate the lowering and raising of the flag and show the expected conduct when singing/ <i>sign-singing</i> the Kenya National Anthem.</li> <li>● In groups, learners are guided to use <i>signed/audio-visual clips</i> or print media to identify occasions when the Kenya National Anthem is sung and sign them.</li> </ul>	How can you show respect for the Kenya National flag?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● <b>Citizenship:</b> Learners develop active community skills when they observe the expected behaviour related to the National Flag and National Anthem.</li> <li>● <b>Communication and collaboration:</b> <i>Signing engagingly</i> is developed as learners share ideas on national flag and the Kenya national anthem.</li> <li>● <b>Digital Literacy:</b> <i>Interaction with digital technology skills</i> as they use signed/audio-visual clips to identify occasions when the Kenya National Anthem is sung and sign them.</li> </ul>				

**Values:**

- Patriotism: learners enhance loyalty as they sing the National Anthem
- Unity: learners enhance cooperation as they sing the national anthem in groups

**Pertinent and Contemporary Issues:**

- Citizenship: learners enhance social cohesion and nationalism as they sing the Kenya National Anthem.

**Link to other Learning Areas:**

- Creative Arts: The National flag can be used when learning colours.

**Suggested learning resources**

Approved learning support materials, local environment, flash cards pictures, DLP devices, flag, crayons(red, green, black),

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social environment</b>	<b>1.5 Our Rights and Responsibilities</b>  (6 lessons)	By the end of the sub strand the learner should be able to:  a) <i>signs words related child rights and responsibilities,</i> b) <i>outline Child Rights and responsibilities in the school,</i> c) <i>carry out responsibilities of a child at home and in school,</i> d) <i>appreciate child rights and responsibilities for attainment of social justice.</i>	<ul style="list-style-type: none"> <li>● <i>Learners are guided to fingerspell and sign the terms related to child rights and responsibilities.</i></li> <li>● Learners are guided in groups to watch <i>captioned videos</i> or pictures depicting child rights and responsibilities and sign their observations.</li> <li>● Learners are guided in groups to share their experiences on Child Rights and responsibilities using age-appropriate stories (<i>parental care, health care, protection from exploitation and cruelty</i>).</li> <li>● Learners are guided in groups to use digital devices or print media to explore responsibilities of children in school and share their findings in class.</li> <li>● Learners are guided in groups to listen to a resource person on Child Rights and responsibilities in a home or school.</li> <li>● Learners are guided in groups to role play responsibilities of children in school.</li> <li>● Learners are guided in groups to perform age-appropriate responsibilities at school.</li> </ul>	Why are child rights and responsibilities important at school?

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Teamwork is developed as learners role play responsibilities of children in school.</li> <li>• Digital Literacy: <i>Learners interact with digital technology</i> as they use digital devices to explore responsibilities of children in school.</li> <li>• Citizenship: <i>Active community/family life skill is developed</i> as learners share their experiences on child rights and responsibilities using age-appropriate stories.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social justice: Learners enhance equity as they perform age-appropriate responsibilities at school.</li> <li>• Respect: Learners enhance human dignity when they share their experiences on Child Rights using age-appropriate stories.</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Child care protection: Learners develop <i>child rights awareness</i> as they share their experiences on child rights and responsibilities using age-appropriate stories.</li> </ul>
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Languages: Child Rights and responsibilities stories can be used when learners actively engage in listening/observing and speaking/signing skills.</li> </ul>
<p><b>Suggested learning resources</b>  Approved learning support materials ,Flash cards ,Pictures ,DLP devices,</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social environment</b>	<b>1.6 Our market</b>  <b>(8 lessons)</b>	<p>By the end of sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) <i>sign words related to the market,</i></li> <li>b) identify physical features on the way to the market,</li> <li>c) locate the market using physical features,</li> <li>d) identify activities that take place in the market,</li> <li>e) value things and people found in the market.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Learners are guided in groups to fingerspell and sign words related to the market.</i></li> <li>● Learners are guided in groups to think, pair and share physical features on the way to the market.</li> <li>● Learners are guided in groups to find their way to the market using physical features such as rivers, bridges, and worship places.</li> <li>● Learners are guided in groups to watch <i>captioned video clips</i>, observe pictures or listen to a resource person or an audio clip on activities that take place in the market.</li> <li>● Learners are guided in groups to visit the nearest market to observe different activities that take place there. (<i>buying, selling, packaging, honest and fair negotiation</i>)</li> <li>● Learners are guided to in groups role play buying and selling, honest and fair negotiations in pairs.</li> <li>● Learners are guided in pairs to make a shop corner using locally available materials in groups.</li> </ul>	<p>How can you locate your local market?</p>



<b>Core Competency:</b> <ul style="list-style-type: none"><li>● <b>Citizenship:</b> Learner enhances acknowledgement for self and others as they interact with people found in the market.</li></ul>
<b>Values:</b> <ul style="list-style-type: none"><li>● <b>Respect:</b> Learners enhance open mindedness as they visit and interact with people in the nearest market.</li><li>● <b>Integrity:</b> Learners enhance honest and fair negotiations when role playing on buying and selling.</li></ul>
<b>Pertinent and Contemporary Issues</b> <ul style="list-style-type: none"><li>● <b>Financial literacy:</b> Learners develop spending skills as they visit the nearest market to observe different activities that take place there.</li></ul>
<b>Link to other Learning Areas:</b> <ul style="list-style-type: none"><li>● <b>Mathematics:</b> Buying and selling in the market can be used to learn the concept of counting money.</li></ul>
<b>Suggested learning resources</b> Approved learning support materials, Flash cards, Pictures, DLP devices,

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to Signs terms related to Social Environment.	Signs clearly with proper articulation terms related to Social Environment.	Signs terms related to Social Environment.	Signs some terms related to Social Environment.	Signs a few terms related to Social Environment
Ability to locate local market using physical features.	Locates local market using precise description of all physical features in detail	Locates local market using physical features	Locates local market by mentioning main physical features leaving out some details	Locates local market using a single physical feature with prompts, leaving out many details
Ability to describe activities that take place in the market.	Models activities that take place in the market	Describes activities that take places in the market	Mentions activities that takes place in the market	Names common activities that takes place in the market when prompted
Ability to carry out responsibilities of a child at home and in school.	Carries out responsibilities of a child both at home and in school effortlessly	Carries out responsibilities of a child both at home and in school	Carries out responsibilities of a child both at home and in school with reminders	Attempts to carry out responsibilities of a child at home and in school with prompts
Ability to conduct raising and lowering of the Kenya National flag with etiquette.	Leads peers in conducting raising and lowering of the Kenya National flag with etiquette	Conducts raising and lowering of the Kenya National flag with etiquette	Conducts raising and lowering of the Kenya National flag with etiquette with prompts	Conducts raising and lowering of the Kenya National flag with constant reminders for etiquette

## STRAND 2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.1 weather</b>  <b>(12 lessons)</b>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> <li>a) <i>sign words related to weather conditions,</i></li> <li>b) identify different weather conditions at different times of the day,</li> <li>c) create a weather record, using weather symbols,</li> <li>d) predict weather conditions at different times of the day,</li> <li>e) develop curiosity in weather conditions experienced in the locality.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Learners are guided in groups to fingerspell and sign the words related to weather conditions.</i></li> <li>• Learners are guided <i>in groups</i> to watch <i>captioned videos</i> or pictures of different weather conditions at different times of the day.</li> <li>• Learners guided in groups to discuss and share different weather conditions at different times of the day.</li> <li>• The learner is guided to draw weather symbols to represent different weather conditions and display them in class.</li> <li>• Learners are guided in groups to observe and record prevailing weather conditions as an outdoor activity.</li> <li>• Learners are guided in pairs to create a weather record using weather symbols for a period of one week.</li> <li>• Learners are guided in groups to play relevant and educative computer games on weather conditions.</li> <li>• Learners are guided in groups to observe pictures, captioned video clips to identify ways of responding to various weather conditions and share with others.</li> </ul>	Why do we need to predict weather?

			<ul style="list-style-type: none"> <li>• Learners are guided in groups to role play on ways of responding to various weather conditions.</li> <li>• Learners are guided in groups to read or listen to stories/<i>observe signed stories</i> about responding appropriately to adverse weather conditions from the teacher, guardians or resource person.</li> <li>• Learners are guided in groups to practise using weather symbols to interpret weather conditions at different times of the day.</li> <li>• Learners are guided in groups to participate in a class contest, on narrating weather occurrences for a past week from weather chart recording.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: <i>Interaction with digital technology</i> is developed as learners play relevant and educative computer games on weather conditions.</li> <li>• Creativity and imagination: <i>Originality</i> is developed as learners draw weather symbols to represent different weather conditions.</li> <li>• Communication and collaboration: Learners develop the skills of <i>listening keenly/ observing keenly as they share ideas</i> on various weather conditions and how to respond to them.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Unity: Learners develop cooperation as they observe and record prevailing weather conditions as an outdoor activity.</li> <li>• Integrity: Learners develop honesty as they observe and record weather conditions over a period of one week.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Mental health: <i>Social awareness is enhanced</i> as learners participate in a class contest, on narrating weather occurrences for a past week from weather chart recording.</li> <li>• Learner support programs: <i>Career guidance is enhanced</i> as they create a weather record using weather symbols for a period of one week in groups.</li> </ul>				
<p><b>Link to other subject:</b></p> <ul style="list-style-type: none"> <li>• Creative Arts: Weather symbols can be used to learn the skill of drawing and colouring.</li> </ul>				

**Suggested learning resources**

Approved learning support materials, Local environment, Flash cards, Pictures, Digital devices.

<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 Natural Environment</b>	<b>2.2 Soil</b> <i>(exploring soil - classification of soils)</i>  <b>(8 lessons)</b>	By the end of the sub-strand the learner should be able to: a) <i>sign words related to soil found in the locality,</i> b) identify different types of soils found in the locality, c) classify different types of soil in the locality, d) appreciate different types of soil in the immediate environment.	<ul style="list-style-type: none"><li>• <i>In groups, learners are guided to fingerspell and sign words related to soil.( clay, loam, sand).</i></li><li>• Learners are guided in groups to take nature walks to identify different types of soil in their locality, collect samples, sign their names and discuss them back in class.</li><li>• Learners are guided in groups to model soil ribbons using the soil samples provided <i>(clay, loam, sand)</i> and observe to find out which soil samples make smooth long ribbons.</li><li>• Learners are guided in groups to model objects <i>(balls, ribbons, pots)</i> with different types of soil (clay loam, sand).</li><li>• The learners is guided to clean the working area and wash hands with soap and water after handling soil.</li></ul>	How can you identify different types of soil in our environment?

			<ul style="list-style-type: none"> <li>Learners are guided to visit school neighbourhoods to observe different types of soils and take photographs to create a portfolio.</li> </ul>	
<p><b>Core Competencies:</b></p> <ul style="list-style-type: none"> <li>Learning to learn: The skill of learning independently is developed as learners model soil ribbons using the soil samples provided (<i>clay, loam, sand</i>) and observe to find out which soil samples make smooth long ribbons.</li> <li>Communication and collaboration: <i>Listening/ observing keenly and speaking/signing engagingly is developed as</i> learners identify different types of soils found in the locality and use them to model soil ribbons.,</li> <li>Self-efficacy: <i>High self-esteem</i> is developed as learners model ribbons using soil..</li> <li>Digital literacy: <i>Interaction with technology</i> is developed as learners use various digital devices to take photographs for creating portfolios.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Unity: Learners develop cooperation skills as they model objects (<i>balls, ribbons, pots</i>) with different types of soil (<i>clay loam, sand</i>) in groups.</li> <li>Responsibility: Learners develop a sense of responsibility when cleaning working area after modelling ribbons with soil</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>Health Promotion Issues: <i>Health and hygiene skills</i> are developed by learners as <i>washing hands with soap</i> and clean running water after playing with soil to prevent communicable diseases.</li> <li>Mental health: <i>Social awareness skills</i> are developed by learners as they use <i>common courteous words</i> and observe game rules when playing with soil.</li> </ul>				
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>Creative Arts: Different types of soil help learners develop modelling skills.</li> </ul>				
<p><b>Suggested learning resources</b>  Approved learning support materials, Local environment ,Flash cards ,Pictures, Digital devices ,Different types of soils (sand, loam, clay),</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Light  (10 lessons)	By the end of the sub strand, the learner should be able to: a) <i>sign words related to different sources of light,</i> b) identify different sources of light in the environment, c) manipulate objects to form shadows in the presence of light for enjoyment, d) describe variety of ways of conserving light for sustainable supply of light energy, e) appreciate different sources of light in the environment.	<ul style="list-style-type: none"> <li>● Learners are guided to fingerspell and sign the words <i>related to different sources of light.</i></li> <li>● Learners are guided in groups to observe pictures and photographs of different sources of light in the environment.</li> <li>● Learners are guided in groups to manipulate objects (opaque materials) to form shadows in the presence of light.</li> <li>● The learners is guided to practise switching off lights when not in use, during day time.</li> <li>● Learners are guided in groups to create light conservation messages to promote awareness at home and school.</li> <li>● Learners are guided in groups to make posters with simple messages on conservation of light to create awareness and display them for further learning and peer assessment.</li> <li>● Learners are guided in pairs to type messages on conservation of light using digital devices.</li> <li>● Learners are guided in groups to recite poems or <i>sing/ sign-sing</i> songs on energy conservation</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we conserve light energy in our environment?</li> <li>2. Why should we conserve light energy in our environment?</li> </ol>
<p><b>Core Competency to be developed:</b></p> <ul style="list-style-type: none"> <li>● Communication and Collaboration: Learner develops writing skills when making posters with simple messages on conservation of light to create awareness.</li> </ul>				
<p><b>Values:</b></p>				

- Unity: Learner develops cooperation skills when manipulating objects to form shadows in the presence of light for enjoyment in groups.

**Pertinent and Contemporary Issues:**

- Social Economic Issues: Learner develops financial skills when making posters with simple messages on conservation of light to create awareness.

**Link to other Learning Areas:**

- Posters on energy conservation relates to writing skills in Language Activities.

**Suggested learning resources**

Approved learning support materials, Local environment ,Flash cards ,Pictures, Digital devices ,Different sources of light,



### Suggested Assessment Rubric

<div style="text-align: center;">Level</div> <div style="text-align: left;">Indicator</div>	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to sign words related to the natural environment.	Signs words related to the natural environment accurately and interprets a wide range of signs.	Signs words related to the natural environment and uses appropriate language to convey understanding of basic concepts.	Signs words related to the natural environment and demonstrates basic understanding of the words.	Signs words related to the natural environment but fails to grasp the connections between different signs and words.
Ability to describe different types of soil in the locality	Describes ALL types of soil in the locality with clarity and accuracy	Describes different types of soil in the locality	Describes one type of soil in the locality with accuracy	Describes one type of soil in the locality with hints
Ability to carry out activities for caring of plants using locally available materials.	Carries out activities for caring of plants using locally available materials effortlessly	Demonstrates care for plants in the environment	Describes care for plants in the environment with minimal effort	Mentions on how to care for plants in the environment with much effort
Ability to conserve water for human and animal use.	Conserves water for human and animal use using varied methods effortlessly	Conserves water for human and animal use	Conserves water for human and animal use with less effort	Conserves water for human and animal use with prompts and much effort
Ability to carry out activities of caring for animals in the locality.	Carries out activities of caring for animals in the locality effortlessly	Carries out activities of caring for animals in the locality	Carries out activities of caring for animals in the locality with minimal effort	Carries out activities of caring for animals in the locality with much effort

**STRAND 3.0 RESOURCES IN OUR ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>3.0 Natural Environment</b></p>	<p><b>3.1 Water</b>  (12 lessons)</p>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) <i>sign words related to ways of storing water at home and school,</i></p> <p>b) identify ways of storing water at home and school</p> <p>c) conserve water at home and school for future use,</p> <p>d) state the importance of keeping water safe for human and animal use,</p> <p>e) appreciate safe water storage to prevent health risk to self and others.</p>	<ul style="list-style-type: none"> <li>● <i>Learners are guided in groups to fingerspell and sign the words related to ways of storing water at home and school.</i></li> <li>● Learners are guided in groups to <i>watch</i> captioned /signed <i>videos</i> or pictures on items used to store water at home and school and sign them.</li> <li>● Learners are guided in groups to explore various ways of storing water at home and school and share with others.</li> <li>● The learners is guided to draw items used to store water at home and school. (<i>tanks, drums, pots</i>)and display for peer assessment.</li> <li>● Learners are guided in groups to share experiences on why water is stored at home and school.</li> <li>● The learners are guided to store water appropriately at home and school.</li> <li>● Learners are guided to watch signed or captioned videos or observe pictures and photographs on appropriate ways of storing water at home and school.</li> <li>● Learners are guided in groups to make visits in the neighbourhood to identify different ways of storing water and share their observations.</li> </ul>	<p>Why do we store water?</p>

<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and Collaboration: <i>Listening/ observing and speaking/signing skills are developed y as learners share ideas on the different ways of water at home and school.</i></li> <li>• Digital literacy: <i>Interaction with technology</i> is developed as learners watch video clips, signed or captioned videos/ pictures and photographs on appropriate ways of storing water at home and school,</li> <li>• Creativity and imagination: <i>Originality skills</i> are developed by learners as they draw and colour items used to store water at home and school.</li> </ul>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Social justice: <i>Cooperation</i> is enhanced as learners walk around the neighbourhood to establish different ways of storing water.</li> <li>• Responsibility: Learners develop a sense of responsibility as they store water appropriately at home and school.</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Health promotion issues: Communicable and non-communicable disease prevention is developed as learners store water appropriately at home and school.</li> </ul>
<p><b>Link to other Learning Areas:</b></p> <ul style="list-style-type: none"> <li>• Creative Arts: Items used to store water can be used to learn the skill of drawing and colouring.</li> </ul>
<p><b>Suggested learning resources</b>  Approved learning support materials, Local environment ,Flash cards ,Pictures of tanks, pots, drums ,Digital devices</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Natural Environment</b>	<b>3.2 Plants</b>  <b>(10lessons)</b>	By the end of the sub-strand the learner should be able to: a) <i>sign words related to caring for plants using locally available materials</i>  b) identify ways of caring for plants using locally available materials,  c) carry out activities for caring of plants using locally available materials,  d) advocate for plant protection for environmental sustainability.	<ul style="list-style-type: none"> <li>● <i>Learners are guided to fingerspell and sign words related to caring for plants.</i></li> <li>● Learners are guided to observe pictures, photographs or watch <i>captioned /signed video clips</i> of people watering, manuring and mulching plants.</li> <li>● Learners are guided in groups to care for some plants in the school compound by watering, manuring and mulching.</li> <li>● Learners are guided in pairs to observe pictures, photographs or <i>captioned video clips</i> of healthy plants that have been conserved.</li> <li>● Learners are guided in groups to create plant protection messages using hand written, electronic or print resources and display in class for peer assessment.</li> <li>● Learners are guided in groups to recite poems and sing/<i>sign-sing</i> songs on plant protection.</li> </ul>	How can we care for plants?
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Creativity and imagination: Learners develop originality when creating plant protection messages using hand writings, electronic or print resources.</li> <li>● Digital literacy: Learners <i>interact with technology</i> as they observe photographs or video clips of healthy plants that have been conserved</li> <li>● Communication and Collaboration: <i>Teamwork</i> is developed as learners contribute to group decision making by participating actively in the activities being carried.</li> <li>● Citizenship: Learners develop <i>responsibility</i> as they take care of plants in their immediate environment by mulching.</li> </ul>				

**Values:**

- Responsibility: Learners develop self-drive skills as they create plant protection messages using hand written, electronic or print resources in groups.
- Patriotism: The learner develops citizenship as they water, manure and do mulching for some plants in the school compound in groups.

**Pertinent and Contemporary Issues:**

- Environmental education and climate change: *Caring for plants through mulching* is enhanced as learners care for some plants in the school compound.

**Link to other Learning Areas:**

- Pastoral/Religious instruction programme: Messages on plant protection can be used to learn how to care for God's creations.

**Suggested learning resources**

Approved learning support materials ,Local environment ,Flash cards ,Pictures ,Digital devices ,Watering cans ,Manure ,Dry grass or leaves

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Natural Environment</b>	<b>3.3 Animals</b>  <b>(12 lessons)</b>	<p>By the end of the sub strand the learner should be able to:</p> <p>a) <i>sign names of different food we get from animals,</i></p> <p>b) identify different foods we get from animals,</p> <p>c) relate food items with respective animals,</p> <p>d) determine ways of caring for animals,</p> <p>e) advocate for clean and secure animal shelters to reduce risk to the animals.</p>	<ul style="list-style-type: none"> <li>● <i>Learners are guided in groups to fingerspell and sign words related to different foods we get from animals.</i></li> <li>● Learners are guided in groups to observe pictures and photographs of different foods we get from animals.</li> <li>● Learners are guided in pairs to match, group different foods we get from animals and display them in class for peer assessment.</li> <li>● Learners are guided in groups to discuss the importance of cleaning an animal shelter and make a presentation in class.</li> <li>● Learners are guided in groups to observe captioned videos on ways of keeping an animal shelter clean and discuss.</li> <li>● Learners are guided in groups to participate in cleaning animal shelters at home, washing their hands with soap and water after cleaning the animal shelter.</li> </ul>	<p>Why should an animal stay in a clean place?</p>

			<ul style="list-style-type: none"> <li>Learners are guided in groups to dispose of waste appropriately after cleaning an animal shelter.</li> </ul>	
<b>Core Competency to be developed:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Learner develops speaking/signing and listening/observation skills when discussing importance of fair treatment of animals in groups.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>Love: Learner develops empathy skills when feeding and cleaning animal shelter at home or school.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b> Social Economic Issues: Learner develops animal welfare awareness when participating in cleaning animal shelters at home or school.				
<b>Link to other Learning Areas:</b> Matching, sorting and grouping food items from animals draws the skills of sorting and grouping in Mathematics Activities.				
<b>Suggested learning resources</b> Approved learning support materials, Local environment ,Flash cards ,Pictures of tanks, pots, drums ,Digital devices				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
<b>Ability to sign words related to the Resources in our Environment</b>	Signs words related to the resources in our environment accurately and interprets a wide range of signs.	Signs words related to the resources in our environment	Signs words related to the resources in our environment and demonstrates basic understanding of the words.	Signs words related to the resources in our environment but fails to grasp the connections between different signs and words.
Ability to describe different types of soil in the locality	Describes ALL types of soil in the locality with clarity and accuracy	Describes different types of soil in the locality	Describes one type of soil in the locality with accuracy	Describes one type of soil in the locality with hints
Ability to carry out activities for caring of plants using locally available materials	Carries out activities for caring of plants using locally available materials effortlessly	Demonstrates care for plants in the environment	Describes care for plants in the environment with minimal effort	Mentions on how to care for plants in the environment with much effort
Ability to conserve water for human and animal use	Conserves water for human and animal use using varied methods effortlessly	Conserves water for human and animal use	Conserves water for human and animal use with less effort	Conserves water for human and animal use with prompts and much effort
Ability to carry out activities of caring for animals in the locality	Carries out activities of caring for animals in the locality effortlessly	Carries out activities of caring for animals in the locality	Carries out activities of caring for animals in the locality with minimal effort	Carries out activities of caring for animals in the locality with much effort



## APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

### Community Serve 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 Suggested assessment methods and Non-formal Activities

<b>Suggested assessment methods</b> <ul style="list-style-type: none"><li>● Observation</li><li>● Written test</li><li>● Oral/signed questions</li><li>● Peer assessment</li><li>● Self-assessment</li></ul>	<b>Non-formal Activities that Support Learning</b> <ul style="list-style-type: none"><li>● School routine activities such as cleaning, flag raising, worship activities</li><li>● Games and sports</li><li>● Clubs and societies</li></ul>
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