



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION**

LOWER PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 3

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

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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.

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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-fulfillment

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

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 instill 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

Learning area	Lessons
Indigenous language activities	2
Kiswahili language activities / KSL	4
English language activities	5
Mathematical activities	5
Religious education activities	3
Environmental activities	4
Creative activities	7
Pastoral / Religious instruction programme	1
TOTAL	30+1

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 walks, 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

- a) Participate actively in environment, hygiene and nutrition activities in conservation of resources.
- b) Use scarce resources through innovative practices to contribute towards food and nutrition security.
- c) Engage in food production processes for self-sustainability, health and economic development.
- d) Adopt personal and environmental hygiene practices for healthy living.
- e) Apply appropriate production techniques, innovative technologies, digital and media resources to enhance sustainable agricultural and household practices.
- f) 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 Our Living Environment 1.2 Family Needs 1.3 Food in Our Environment 1.4 Our Community 1.5 Cultural Events
2.0 NATURAL ENVIRONMENT	2.1 Weather 2.2 Soil 2.3 Heat
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water 3.2 Plants 3.3 Animals 3.4 Enterprise projects

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 Our Living Environment (12 lessons)	By the end of the sub strand, the learner should be able to:	<ul style="list-style-type: none"> The learner is guided to identify, fingerspell and sign terms related to sleeping areas at home or at school (<i>mats, mattresses, bed</i> 	Why is personal hygiene important in the sleeping place?

		<p>a) sign words related to our living environment,</p> <p>b) identify locally available materials used as beddings,</p> <p>c) carry hygienic practices observed in sleeping areas for a clean and healthy environment,</p> <p>d) advocate for the importance of observing hygiene in the sleeping place.</p>	<p><i>sheets, bed covers, blankets, wash, bedding, sweeping, and mopping</i>).</p> <ul style="list-style-type: none"> ● Learners are guided in groups to discuss and sign the various materials that can be used as beddings at home or school. ● Learners are guided in pairs to watch a captioned video or observe pictures of various materials that can be used as beddings at home or school and sign them, (mats, mattresses, bed sheets, bed covers, blankets). ● Learners are guided in groups to use digital devices to watch a captioned video or observe pictures on how to care for sleeping areas and brainstorm the hygiene practices they have observed. ● Learners are guided in groups to role-play how to care for the sleeping area where they can take turns cleaning and organizing a sleeping area (<i>wash, dry and air their own beddings, sweeping/mopping</i>). ● Learners are guided in groups to discuss causes of bedwetting (<i>drinking too much liquid before sleeping, dreaming, not able to control bladder, feeling unwell</i>) and share in class. ● In groups, learners are guided to brainstorm hygiene practices to observe during bed wetting (<i>washing soiled beddings, airing beddings, covering the mattress with mackintosh, bathing daily</i>) and share their findings in class. ● Learners are guided in groups to discuss the effects of bedwetting and share in class. (<i>bad</i> 	
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			<p><i>smell, bed sores, low self-esteem, beddings infested with maggots). (Adopt a proper seating arrangement that allows learners to have a face-to-face conversation. Preferably, a horseshoe seating arrangement)</i></p> <ul style="list-style-type: none"> • Learners are guided in pairs to make a bed using the available bedding materials at home or school. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Digital Literacy: digital technology skills as learners use digital devices to watch a captioned video or observe pictures on how to care for sleeping areas. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as learners engage in assigned roles as they role-play how to care for the sleeping area where they can take turns cleaning and organizing a sleeping area. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Life skills: personal responsibility as learners wash and care for their beddings. 				
<p>Link to other learning areas: Learners relate to language skills in English and Kenya Sign Language activities as they discuss the effects of bedwetting and share in class.</p>				
<p>Suggested learning resources: captioned audio visual clips, pictures of different bedding materials, realia of available bedding materials, approved textbooks and other relevant print materials,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.2 Family needs 10 lessons) <i>((Emotional needs)</i>	By the end of the sub strand, the learner should be able to: a) sign words related to family needs, b) describe how people express their feelings in real life, describe ways in which emotional needs are met in real life situation, c) label emotions expressed by self and others, d) appreciate the Meets emotional needs in character formation.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to family needs -emotional needs (<i>sad, happy, angry, fear, empathy, love, attention, praise</i>). ● Learners are guided in groups to discuss and sign different emotions experienced by self or others and share their findings in class. (<i>ensure proper seating arrangement and where possible integrate learners who hard of hearing with learners who are deaf</i>) ● Learners are guided in groups to watch captioned video clips or observe pictures of people expressing various emotions (<i>sad, happy, angry, fear</i>). ● Learners are guided in pairs to match pictures with the emotions expressed and share with peers in class. ● Learners are guided in groups to discuss how various emotional needs are met (<i>empathy, love, attention, praise</i>) and share their findings. ● The Learner is guided to draw and colour images showing various ways of expressing emotions and share with the peers for assessment. 	How do people express their feelings?

			<ul style="list-style-type: none"> ● Learners are guided in groups to role play how various emotions are expressed and ways in which they are met. ● Guide learners in groups to sign -sing songs or read stories involving feelings expressed by people, ● The learners are guided in pairs to make posters showing different ways of expressing emotions. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> ● Self efficacy: as learners identify and say their needs for help as they role play how various emotions are expressed and ways in which they are met. 				
<p>Values</p> <ul style="list-style-type: none"> ● Love: empathy as the learners portray a caring attitude when comforting others who are hurting. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life skills: coping with emotions as the learner identifies different emotions expressed by self and others. 				
<p>Link to other learning areas:</p> <ul style="list-style-type: none"> ● Learners relate to language skills in English and Kenya Sign Language Activities as they discuss and sign different emotions experienced by self or others and share their findings in class. ● Learners relate to skills learnt in Creative Activities as they draw and colour images showing various ways of expressing emotions. 				
<p>Suggested learning resources: captioned audio visual clips, pictures showing different feelings, drawing and colouring materials,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.3 Foods in our environment (8 lessons) <i>(food groups, overeating, under eating)</i>	By the end of the sub strand, the learner should be able to: a) sign words related to foods in our environment, b) identify common foods found in the immediate environment, c) classify foods into the three food groups, d) observe table manners during meals, e) embrace good eating habits to promote good health.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to foods in our environment (<i>energy giving, body building and protective foods</i>). ● Learners are guided in groups to discuss and sign different foods found in their locality and share in class. ● Learners are guided in groups to watch captioned audio visual clips or pictures on different foods found in the locality and fingerspell and sign them. ● Learners are guided in pairs to use digital devices or print resources to search for information on various food groups and share the information gathered. ● Learners are guided in pairs to match pictures of different foods with their respective food groups. (<i>energy giving, body building and protective foods</i>). ● Learners are guided to classify various foods into the three food groups (<i>energy giving, body building and protective foods</i>) ● Learners are guided in groups to use digital devices or print resources to search for information on table manners and share with others in class. 	How should we behave when eating?

			<ul style="list-style-type: none"> ● Learners are guided in groups to role play on how to observe good table manners when taking meals (<i>proper food portioning, eating with mouth closed, not talking while eating, washing hands before eating, not picking your nose or teeth while eating while at the table, clearing the table</i>). ● Learners are guided in groups to brainstorm on causes of overweight and underweight and share in class. ● Learners are guided in groups to use digital devices or print resources to search for good eating habits. ● Learners are guided in groups to use captioned or signed video clips or relevant print resources or case stories to find out the problems (<i>overweight and underweight</i>) associated with eating too much or too little food. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: Learner develops self-awareness when finding out what happens when a person eats too much or too little food. ● Citizenship: self-awareness as learners find out the problems associated with eating too much or too little food. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility: as learners observe good table manners when taking meals. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Health promotion issues: learners advocate for eating the right amount of food to prevent non communicable diseases-lifestyle diseases. 				
<p>Link to other learning areas: Learners relate to language skills learnt in English activities and Kenya Sign Language as they discuss and sign different foods found in their locality and share in class.</p>				

Suggested Learning Resources:
 approved learning support materials, pictures, food items, digital devices, cutlery, utensils,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.4 Our Community (10 lessons) <i>(Safe and dangerous places in the community, basic road signs, responding to strangers, keeping safe in the community)</i>	By the end of the sub strand, the learner should be able to: a) sign terms related to our community, b) identify ways of keeping safe in the community, c) classify places in the community as safe and unsafe, d) apply basic road signs for personal safety, e) acknowledge the importance of keeping safe in the community.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to our community. (<i>road safety, responding to strangers, avoiding open pits, keeping company, emergency contacts, routes, internet safety, bullying awareness, and fire safety</i>) ● Learners are guided to discuss their experiences regarding safety in the community. ● Learners are guided in groups to watch captioned audio visual clips on safety in the community and discuss how to keep safe in the community (<i>road safety, responding to strangers, avoiding open pits, keeping company, emergency contacts, safe routes, internet safety, bullying awareness, and fire safety</i>). ● Learners are guided in groups to use pictures or flash cards showing various places (<i>some safe and some unsafe</i>) to sort into the two categories (<i>safe and unsafe</i>) ● Learners are guided in groups to discuss and sign dangerous places/ unsafe places in the community. (<i>Rivers, roads, dams, forests, open pits, abandoned buildings</i>) 	How do we keep safe in the community?

			<ul style="list-style-type: none"> ● Learners who are hard of hearing are guided to listen to a case story from a resource person on how to respond to strangers. ● Learners who are deaf are guided to observe a signed story from a resource person on how to respond to strangers. ● Learners are guided in groups to use digital devices or pictures to identify the basic road safety signs (<i>pedestrian crossing, stop sign and traffic lights,</i>) and sign them. ● Learners are guided in groups to role play on how to use basic road signs. ● Learners are guided to find out from parents, guardians or peers the appropriate ways of responding to strangers. ● The learner is guided to ask parents or guardians to take them for a safety tour in their neighbourhood and share their findings in class. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: listening and observing skills as learners keenly and actively follow a case story from resource persons on different ways of keeping safe in the community. ● Digital literacy: digital technology skills as learners use digital devices to identify the basic road safety signs. 				
<p>Values: Love: learners enhance a caring attitude as they share learning resources with peers while working in groups.</p>				
<p>Pertinent and Contemporary Issues: Life skills: safety and security awareness as learners avoid dangerous places and observe safety in the community.</p>				
<p>Link to other learning areas: Learners relate to language skills learnt in English activities and Kenya Sign Language as they discuss and sign dangerous places/ unsafe places in the community</p>				

Suggested Learning Resources

approved learning support materials, local environment, flash cards, pictures, digital devices ,road signs, charts,

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.5 Cultural events (8 lessons) ()	By the end of the sub strand, the learner should be able to: a) sign words related to various cultural events, identify cultural events carried out in the community, identify cultural events carried out in the community, b) recognise cultural events that promote social well-being in the community, c) classify cultural events into those that promote environmental care and social well-being in the community, d) embrace cultural events that promote social well-being in the community.	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to cultural events (<i>child naming, initiation, dowry ceremonies, harvesting, planting</i>). ● Learners are guided in groups to watch captioned audio visual clips or observe pictures on different cultural events. ● Learners are guided in groups to share experiences and categorize cultural events in their different communities. ● Learners are guided in groups to use pictures of different cultural events in the community and classify them into those that promote environmental or social well-being. (<i>child naming, initiation, dowry ceremonies, harvesting, planting</i>). ● Learners who are hard of hearing are guided in groups to sing and dance to songs performed during cultural events. ● Learners who are deaf are guided to sign-sing and dance to songs performed during cultural events. ● The learners are guided to find out from parents or guardians, elders about cultural events that 	How are cultural events carried out in your community?

			promote social well-being and share with peers in class.	
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> ● Creativity and imagination: learners develop new alternative ways as they sing, sign sing and dance to songs performed during cultural events. ● Citizenship: active community life skills as learners find out from parents, guardians and elders about cultural events that promote social well-being. 				
<p>Values Responsibility: diligence as learners accept assigned roles during cultural events in the community.</p>				
<p>Pertinent and Contemporary Issues: Citizenship: social cohesion as learners sing songs in indigenous languages during cultural events.</p>				
<p>Link to other learning areas:Learners relate to performing skills learnt in Creative Activities as they sing, sign-sing and dance to songs performed during cultural events.</p>				
<p>Suggested learning resources: digital devices, resource persons, pictures and video clips on various cultural events, approved textbooks,</p>				

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectation(4)	Meets Expectation (3)	Approaches Expectation (2)	Below Expectation (1)
Ability to sign terms related to the social environment.	Signs clearly and with correct articulation, terms related to the social environment.	Signs terms related to the social environment with clarity.	Signs some terms related to social environment.	Signs a few terms related to social environment.
Ability to identify locally available materials that can be used as beddings	Elaborately identifies locally available materials that can be used as beddings.	Identifies locally available materials that can be used as beddings.	Identifies locally available materials that can be used as beddings demonstrating simple understanding of concepts.	Identifies locally available materials that can be used as beddings but requires further guidance and study.
Ability to identify common foods found in the immediate environment	Identifies common foods found in the immediate environment demonstrating high understanding of concepts.	Identifies common foods found the immediate environment.	Identifies common foods found in the immediate environment demonstrating simple understanding of concepts..	Identifies common foods found in the immediate environment but requires further guidance and study.
Ability to recognise safe and unsafe places	Recognises safe and unsafe places with relevant examples.	Recognises safe and unsafe places.	Recognises safe and unsafe places but makes minimal errors.	Recognises safe and unsafe places with prompts.
Ability to categorise cultural events performed by various communities	Categorises cultural events performed by various communities giving precise examples.	Categorises cultural events performed by various communities.	Categorises cultural events performed by various communities with few omissions.	Categorises cultural events performed by various communities but with omissions.

Ability to recognise cultural events that promote environmental and social well-being.	Exemplary categorises cultural events that promote environmental and social well-being.	Recognises cultural events that promote environmental and social well.	Recognises cultural events that promote environmental and social well-being with a few clues.	Recognises cultural events that promote environmental and social well-being with many cues.
Ability to carry out hygiene practices in sleeping areas for a healthy environment	Carries out hygiene practices in sleeping areas for a healthy environment frequently.	Carries out hygiene practices in sleeping areas for a healthy environment.	Carries out hygiene practices in sleeping areas for a healthy environment with significant effort.	Carries out hygiene practices in sleeping areas for a healthy environment with minimum effort.
Ability to apply basic road signs for personal safety	Always applies basic road signs for personal safety and demonstrated high understanding of concepts.	Applies basic road signs for personal safety.	Applies basic road signs for personal safety occasionally with some omissions.	Applies basic road signs for personal safety when prompted.
Ability to label different emotions expressed by self and others.	Exceptionally recognises different emotions expressed by self and others.	Recognises different emotions expressed by self and others.	Recognises some emotions expressed by self and others.	Recognises some emotions expressed by self and others with prompts.
Ability to mimic ways in which emotional needs are met in real life situation.	Mimics ways in which emotional needs are met in real life situation with precision.	Mimic ways in which emotional needs are met in real life situation.	Mimics ways in which emotional needs are met in real life situation with minimal omissions.	Mimic ways in which emotional needs are met in real life situation with many omissions.

STRAND 2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Natural environment</p>	<p>2.1 Weather (10 lessons)</p> <p><i>(unfavourable weather conditions)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> sign words related to unfavourable weather conditions, describe unfavourable weather conditions, explain dangers of unfavourable weather conditions on people, respond appropriately to unfavourable weather conditions, appreciate the importance of keeping safe during unfavourable weather conditions. 	<ul style="list-style-type: none"> The learner is guided to identify, fingerspell and sign terms related to unfavourable weather. (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>). Learners are guided in groups to share their experiences on different types of unfavourable weather conditions. Learners are guided in groups to watch a signed or captioned audio visual clip or observe pictures on different types of unfavourable weather conditions. Learners are guided in pairs to use digital and print media to search for information on unfavourable weather conditions and share their findings with peers. Learners are guided in groups to discuss the effects of unfavourable weather conditions in the environment and share their findings in class. The learners are guided to match unfavourable weather conditions and their corresponding safety measures. The learner is guided to gather information from parents or guardians on how to keep safe during unfavourable weather conditions and share with peers. 	<p>How can you keep safe during unfavourable weather conditions?</p>

<p>Core Competency to be developed: Communication and Collaboration: listening and observing skills and speaking and signing skills as learners actively contribute as they discuss the effects of unfavourable weather conditions in the environment.</p>
<p>Values: Social justice: learners enhance cooperation as they equitably share available learning resources when searching for information on unfavourable weather conditions.</p>
<p>Pertinent and Contemporary Issues: Life skills: the learner makes right choices on the safety precautions to observe during unfavourable weather conditions.</p>
<p>Link to other subjects: Learners relate to various stories about unfavourable weather conditions such as floods and drought in the holy books learnt in Pastoral/Religious instruction programme and Religious activities.</p>
<p>Suggested Learning Resources approved textbooks, pictures, digital, devices, charts, paints and painting brushes, manilla paper, drawing materials(pencil, eraser, sharpener),</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural environment	<p>2.2 Soil (8 lessons)</p> <p><i>(characteristics of soil, care for the soil-planting trees)</i></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign words related to characteristics of soil, b) identify characteristics of different types of soil, c) carry out basic activities of caring for soil in the environment, d) embrace activities of caring for soil. 	<ul style="list-style-type: none"> ● In groups, learners are guided to fingerspell and sign words related to characteristics of soil. (<i>loam, clay, sand, texture, mulching</i>) ● Learners are guided in groups to move around the school environment and collect and sign different soil samples. ● The learners are guided to use the sense of touch to interact with various samples of soil (<i>sand, loam and clay soils</i>) to feel their texture. ● Learners are guided in small groups to find out the characteristics of the different soil types and share in class. ● Learners are guided in groups to mount and label different soil samples on a chart and display the chart in class. ● Learners are guided in groups to discuss how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers. (<i>Ensure the learners embrace a good seating arrangement with each of them facing one another to enhance communication while signing</i>) ● Learners are guided in groups to watch a captioned audio visual clip or observe 	<ol style="list-style-type: none"> 1. How can we care for soil? 2. How can you protect our soil?

			<p>pictures on the care for soil in the environment and make notes.</p> <ul style="list-style-type: none"> Learners are guided to carry out tree planting activities in the community. <i>(Ensure learners are appropriately paired and accompanied by the teacher and a sign language interpreter. Brief the learners on safety precautions they should observe.)</i> 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> Communication and collaboration: teamwork skills as learners work in groups to discuss how to care for soil in the environment. 				
<p>Values:</p> <ul style="list-style-type: none"> Patriotism: awareness of their responsibilities in the society as learners engage in tree planting activities in the community to avoid natural environmental disasters such as drought and floods. 				
<p>Pertinent and Contemporary Issues: Environmental Education: as learners to move around the school environment and collect and sign different soil samples.</p>				
<p>Link to other learning area:</p> <ul style="list-style-type: none"> Learners relate to creative skills learnt in Creative Activities as they mount and label different soil samples on a chart and display the chart in class. Learners relate to signing skills learnt in Kenya Sign Language Activities as they fingerspell and sign words related to characteristics of soil 				
<p>Suggested Learning Resources: approved textbooks, soil samples, manilla paper, glue, pictures, watering cans, tree seedlings, charts, farm tools, digital devices,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural environment	2.3Heat (10 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign words related to sources of heat in the environment, b) list sources of heat in the environment, c) identify uses of heat in the environment, d) carry out activities of conserving heat in the environment, e) appreciate the importance of different sources of heat in daily. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to heat. (<i>sun, charcoal, firewood and kerosene, electricity, gas, (cooking, warming, ironing, drying).</i>) ● Learners are guided in groups to brainstorm on various sources of heat in their homes and share in class. ● Learners are guided in groups to use pictures or <i>captioned or signed video</i> clips to find out various sources of heat in the environment and sign them. (<i>sun, charcoal, firewood and kerosene, electricity, gas).</i>) ● Learners are guided in groups to discuss uses of heat in the environment and share in class (<i>cooking, warming, ironing, drying).</i>) ● In groups, learners are guided to discuss basic heat conservation measures (<i>turning off heat sources when not in use, using energy saving stoves and protecting the fireplace from wind).</i>) ● In groups, guide learners to role play how to conserve heat in the environment, ● Learners are guided in groups to discuss how to keep safe when dealing with heat from various sources of heat (<i>avoid playing with fire and electrical appliances, prolonged exposure to sun, be aware of fire</i>) 	Why is heat important in our daily lives?

			<p><i>alarms, and be accompanied by responsible adults around the fireplace).</i></p> <ul style="list-style-type: none"> • The learners are guided to find out from parents or guardians ways of conserving heat from different sources at home and share with others. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: Learner reflects on own experiences of conserving heat at home. • Communication and Collaboration: listening and observing skills and speaking and signing skills as learners discuss uses of heat in the environment and share in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: open mindedness as learners appreciate diverse opinions during group discussions on various sources of heat in the environment. 				
<p>Pertinent and Contemporary Issues</p> <ul style="list-style-type: none"> • Safety issues: safety as learners discuss and share with peers on how to keep safe when dealing with heat from various sources of heat. • Socio economic and Environmental Issues: Learner enhances safety and security when sharing with peers on how to keep safe when dealing with heat. 				
<p>Link to other subjects:</p> <p>Learners relate to signing skills learnt in Kenya Sign Language Activities as they identify, fingerspell and sign terms related to heat.</p>				
<p>Suggested Learning Resources:</p> <p>approved textbooks, charcoal, fire wood, iron box, pictures, digital devices, charts, print resources, resource persons,</p>				

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 terms related to natural environment	Signs terms related to the natural environment with clarity.	Signs terms related to the natural environment.	Signs terms related to the natural environment with minimal errors.	Signs terms related to the natural environment with minimal clarity.
Ability to explain dangers of unfavourable weather conditions on people	Explains dangers of unfavourable weather conditions on people demonstrating high understanding of concepts.	Explains dangers of unfavourable weather conditions on people.	Explains dangers of unfavourable weather conditions on people with less confidence and minimal errors.	Explains dangers of unfavourable weather conditions on people but requires more study and guidance.
Ability to mention characteristics of different types of soil	Mentions the characteristics of different types of soil with relevant examples.	Mentions the characteristics of different types of soil	Mentions the characteristics of different types of soil leaving out some details.	Mentions the characteristics of different types of soil but requires more study and guidance.
Ability to identify uses of heat in the environment	Identifies uses of heat in the environment giving relevant examples.	Identifies uses of heat in the environment	Identifies uses of heat in the environment leaving out some details.	Identifies some uses of heat in the environment but demonstrate very little understanding of concepts.
Ability to respond appropriately to unfavourable weather conditions in the locality	Always responds appropriately to unfavourable weather conditions in the locality.	Responds appropriately to unfavourable weather conditions in the locality.	Sometimes responds appropriately to unfavourable weather conditions in the locality.	Rarely responds appropriately to unfavourable weather conditions in the locality.

Ability to carry out basic soil conservation activities in the environment	Carries out basic soil conservation activities in the environment demonstrating a high understanding of concepts.	Carries out basic soil conservation activities in the environment.	Carries out basic soil conservation activities in the environment with significant effort.	Carries out basic soil conservation activities in the environment with minimum effort.
Ability to carry out activities of conserving heat in the environment	Carries out activities of conserving heat in the environment exhibiting high understanding the concepts.	Carries out activities of conserving heat in the environment.	Carries out activities of conserving heat in the environment exhibiting simple understanding of concepts.	Carries out activities of conserving heat in the environment but requires more support and study for understanding the concepts.

STRAND 3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Resources in Our environment</p>	<p>3.1 Water (12 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign words related to water, name ways in which water can be contaminated in the environment, b) carry out activities to make water clean, c) conserve water at home and school as scarce resource, a) value the importance of clean and safe water for healthy living.. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to water (<i>filter, sieve, boiling, washing</i>). ● Learners are guided in groups to use print or digital resources to find out and discuss sources and uses of water in the environment and share in class. ● Learners are guided in groups to watch a captioned audio visual clip or observe pictures on the various sources and uses of water and make a class presentation. ● Learners are guided to use digital devices or print resources to find out and discuss how water can be contaminated in the environment. ● Learners are guided in groups to watch a captioned audio visual clip on basic filtration methods to clean water and list materials required. ● Learners are guided in groups to make an improvised water filter using locally available materials and display in class for peer assessment. ● Learners are guided in groups to clean dirty water through filtration using different 	<p>How can you keep water clean and safe?</p>

			<p>locally available materials (<i>a piece of cloth and improvised water filter, sieve</i>).</p> <ul style="list-style-type: none"> ● Learners are guided in groups to watch captioned audio visual clips or observe pictures and discuss the different ways of making water safe for drinking. (<i>Ensure proper seating arrangement that allows the learners to face one another during discussions</i>). ● Learners are guided in groups to discuss with parents or guardians how water is made safe for drinking by boiling and journal their findings. ● Learners are guided in groups to brainstorm on activities at home where water is used. ● Learners are guided in groups to discuss ways in which water can be reused (<i>watering plants, washing toilets, sprinkling on earthen surfaces to reduce dust, cleaning outdoor surfaces</i>) then share their findings with peers. ● Learners are guided in to watch a captioned or signed audio visual clip or observe pictures on how water can be reused and share what they have observed. ● The Learner is guided to find out from parents/ guardians ways in which water can be reused at home and share with peers in class. ● In pairs ,learners are guided to make a poster on ways of conserving water in the environment. 	
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<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> ● Creativity and imagination: unique and new ideas as learners use locally available materials to make improvised water filters. ● Communication and Collaboration: speaking and signing skills as the learners discuss ways of making water clean and safe for healthy living. 				
<p>Values:</p> <p>Unity: team spirit as learners work collaboratively when making a water filter from locally available materials.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life skills: learners enhance unity and cooperation instead of competition as they make improvised filters from locally available materials. ● Health promotion issues: Communicable and non-communicable disease prevention: as learners discuss ways of making water safe for drinking. 				
<p>Link to other learning areas</p> <p>Learners relate to creative skills learnt in Creative Activities as they make improvised filters from locally available materials.</p>				
<p>Suggested Learning Resources:</p> <p>approved textbooks, water, sieves, soil, charcoal, pictures, digital devices, white piece of cloth, plastic containers,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our environment	3.2 Plant (12 lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) sign words related to plants, b) identify edible and non-edible plants in the environment, c) describe safety measures to observe when handling different plants, d) make a kitchen garden using locally available materials, e) appreciate plants as a source of food. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to plants (<i>edible & non edible plants kitchen garden</i>). ● Learners are guided in groups to watch signed or captioned audio visual clips or observe pictures of edible and nonedible plants and journal them. ● Learners are guided in groups to brainstorm on and sign various types of plants found in their locality (edible, non-edible). ● Learners are guided in groups to use available digital devices or print resources to observe and discuss various plants in the environment and classify them as edible/non edible plants in the environment. ● Learners are guided in groups to engage a resource person with the help of an interpreter on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, and disposal of plant waste</i>). (<i>Provide the learners with summary notes after the resource person</i>) 	<p>How are plants important in the environment?</p>

			<p><i>is done with the session since they cannot observe the interpreter and write at the same time.)</i></p> <ul style="list-style-type: none"> ● Learners are guided in groups to use digital devices or relevant print resources to find out and discuss safety measures to observe when handling plants in the environment. ● Learners are guided in pairs to go for a nature walk and interact with different plants found in the immediate environment (<i>take photos of different plants, pick a few plants or parts. Ensure learners observe safety measures while handling the different plants</i>). ● Learners are guided in groups to discuss types of plants (<i>edible, non-edible</i>) found in the locality <i>and share in class</i>. ● In pairs, guide learners to sort and group various plants in the environment as edible/non edible and display in class. ● The learner is guided to draw and colour one type of plant and display in class. ● Learners are guided in groups to search from the internet or print media the various forms of kitchen gardens(<i>old tires, basins, pipes, sacks, hanging/floating pots, plastic containers, hanging walls</i>) and share their findings. ● Learners are guided in groups to develop a kitchen garden in school using locally available materials and plant different 	
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			<p>vegetables (<i>kales, spinach, tomatoes, onions, black nightshade, and dhania</i>) as a class activity.</p> <ul style="list-style-type: none"> • The learners are guided to take photos of their kitchen gardens and keep them in their portfolio. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: digital technology skills as learners use digital devices to search for various forms of kitchen garden from the internet and take photos of the kitchen garden and share them to peers in class. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: learners embrace hard work when they complete assigned tasks as they engage in kitchen garden creating activities at school. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> • Health promotion issues: learners promote safety skills as they observe safety precautions when handling different plants in the environment during nature walk. 				
<p>Link to other learning areas: Learners relate to language skills learnt in English and Kenya Sign Language Activities as they brainstorm on and sign various types of plants found in their locality.</p>				
<p>Suggested Learning Resources: approved textbooks, different plants, resource person, digital devices, charts, paints, crayons, colour pencils, farm tools, seedlings, manure, water, local environment,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our environment	3.3 Animals (8 lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) sign terms related to domestic animals, explain importance of domestic animals to human beings, b) determine ways of caring for domestic animals, c) carry out activities for caring domestic animals, d) reflect on the value of domestic animals to human beings. 	<ul style="list-style-type: none"> ● The learner is guided to identify, fingerspell and sign terms related to domestic animals (<i>cleaning the habitants, grooming, feeding, and watering</i>). ● Learners are guided in groups to brainstorm in pairs on the different types of animals found in their home and share with peers in class. ● Learners are guided in groups to watch a signed or captioned video or observe pictures on the various uses of domestic animals to human beings (<i>source of food, security, companionship, manure, animal power, sports, and source of energy-biogas</i>) and talk about/sign what they have observed. ● Learners are guided in groups to engage a resource person with the help of an interpreter on various ways of caring for domestic animals (<i>cleaning the habitants, grooming, feeding, watering</i>). ● In pairs, guide learners to role play care for domestic animals. ● The learners are guided to gather more information from parents or 	<p>How can I care for animals at home and school?</p>

			<p>guardians on ways of caring for domestic animals and share with peers.</p> <ul style="list-style-type: none"> • Learners are guided to care for domestic animals at school and at home(<i>Ensure learners take the safety measures and are well accompanied as the care for the domestic animals</i>) • Learners are guided in groups to sign sing songs about the importance of animals to human beings. 	
<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Learning to learn: sharing what they have learnt as learners share with peers in class on different types of animals found in their home. • Communication and Collaboration: signing skills as learners identify, fingerspell and sign terms related to domestic animals. 				
<p>Values:</p> <p>Love: compassion as learners engage a resource person with the help of an interpreter on various ways of caring for domestic animals.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Socio-economic and environmental issues: animal welfare education as learners advocate for care of animals including those that provide animal power.</p>				
<p>Link to other learning areas:</p> <p>Learners relate care of animals with the knowledge learnt in Pastoral/Religious instruction about God’s creation.</p>				
<p>Suggested Learning Resources</p> <p>approved textbooks, food items, resource person, animal habitats, picture, charts, digital devices, print resources, local and extended environments,</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.4 Waste Materials (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify waste materials which can be used to generate income, b) describe ways in which waste materials can generate income, c) carry out activities to manage waste materials in the environment, d) value use of different waste materials to make money in the community. 	<ul style="list-style-type: none"> ● Learners are guided in groups to use pictures, video clips or realia to explore various types of waste materials in the environment. ● In groups, guide learners to discuss various ways of using waste to generate income in the immediate environment. Guide learners to sit in a semi-circle so that they can see each other during the discussions. ● In pairs, guide learners to use digital devices or print materials to search for more information on ways of making money from waste. ● In pairs, guide learners to discuss safety measures to be observed when handling waste materials. ● Learners to be guided to undertake activities that can manage waste materials in the environment using unique and new ideas. ● Guide learners in groups to undertake a project that will put waste materials from the environment into appropriate use. ● Guide learners in groups to display transparency when accounting for money generated from the project. ● 	How can waste materials be used to generate income?

<p>Core Competency to be developed:</p> <ul style="list-style-type: none"> • Creativity and Imagination: Learner develops unique and new ideas when undertaking activities that can manage waste materials in the environment.
<p>Values:</p> <ul style="list-style-type: none"> • Integrity: Learner enhances accountability in displaying transparency when accounting for money generated from the projects.
<p>Pertinent and Contemporary Issues:</p> <p>Health promotion issues: Learner develops habits of safety and hygiene when handling waste materials.</p>
<p>Link to other learning areas:</p> <p>Income generation from items made from waste materials is related to concepts of measurement (money) in Mathematical Activities.</p>
<p>Suggested Learning Resources</p> <p>Digital devices, Personal protective equipment, picture, charts, digital devices, print resources,</p>

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify plants in the environment into edible and non-edible	Classifies plants in the environment into edible and non-edible with in-depth details	Classifies plants in the environment into edible and non-edible	Classifies plants in the environment into edible and non-edible with minimal details	Classifies plants in the environment into edible and non-edible without details
Ability to observe safety measures when making a kitchen garden	Observes safety measures when making a kitchen garden most keenly	Observes safety measures to observe when making a kitchen garden	Observes safety measures when making a kitchen garden less keenly	Observes safety measures when making a kitchen garden with prompts
Ability to conserve water at home and school as scarce resource	Very often conserves water at home and school as scarce resource	Conserves water at home and school as scarce resource	Less often conserves water at home and school as scarce resource	Rarely conserves water at home and school as scarce resource
Ability to carry out activities for caring domestic animals	Very often carries out activities for caring domestic animals	Carries out activities for caring domestic animals	Less often carries out activities for caring domestic animals	Rarely carries out activities for caring domestic animals
Ability to describe ways in which waste materials	Describes ways in which waste materials can	Describes ways in which waste materials can	Describes ways in which waste materials can	Describes ways in which waste materials can

can generate income	generate income with in-depth details	generate income	generate income with minimal details	generate income without details
Ability to carry out activities to manage waste in the environment	Carries out activities to manage waste in the environment most frequently	Carries out activities to manage waste in the environment	Carries out activities to manage waste in the environment less frequently	Rarely carries out activities to manage waste in the environment

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
<p>1) Preparation</p> <ul style="list-style-type: none"> ● 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
<p>2) Implementation of CSL Activity</p> <ul style="list-style-type: none"> ● 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 Learning Resources, Assessment Methods and Non formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> ● Approved curriculum support materials, ● Resources found in a home; Beddings, water, cleaning, utensils, cutlery, laundry equipment, food items. ● Digital devices, ● Journals, magazines, pictures charts, flash cards ● Paints and painting brushes, Drawing materials ● Seeds, tree seedlings, soil samples ● Assorted farm tools, ● Charcoal, fire wood, ● Plastic containers ● Resource persons ● Waste paper, clothing materials, knitting yarn, scissors, ● Personal protective equipment-gloves, aprons, gumboots, masks, 	<ul style="list-style-type: none"> ● Observation, ● Written test, ● Oral/signed questions, ● Aural questions, ● Peer assessment, ● Self-assessment
<p>Non formal Activities that Support Learning</p> <ul style="list-style-type: none"> ● School routine activities ● Games and sports ● Clubs and societies 	