



**REPUBLIC OF KENYA**  
**MINISTRY OF EDUCATION**

## **LOWER PRIMARY SCHOOL CURRICULUM DESIGN**

### **ENVIRONMENTAL ACTIVITIES**

#### **GRADE 1**

#### **FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

First Published in 2017

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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 visual impairment 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 learning areas as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, and assessment rubric.

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

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

## **PREFACE**

The Ministry of Education (MoE) nationally implemented Competency Based Curriculum (CBC) in 2019. Grade one is the first grade of Primary education level while Grade 6 is the final grade of the level in the reformed education structure.

The reviewed Grade one curriculum furthers implementation of the CBC from Pre Primary level. The curriculum provides opportunities for learners to focus in a field of their choice to form a foundation for further education and training and/or gain employable skills. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on **nurturing every learner's potential**.

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

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

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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 visual 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 visual 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 visual impairment for transition to Grade two.

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## **NATIONAL GOALS OF EDUCATION**

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

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

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

Education should instill social and adaptive skills in the learner for effective participation in community and national development.

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

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

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

Education should provide the learner with necessary competences for technological and industrial development in tandem with changing global trends.

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

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to the society

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

Education should promote acquisition of national values as enshrined in the Constitution. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

**5. Promote social equity and responsibility**

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated education; including learners with special educational needs and disabilities. Education should also provide the learner with opportunities for shared responsibility and accountability through service learning.

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

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value own and respect other people's culture as well as embrace positive cultural practices in a dynamic society.

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

Kenya is part of the interdependent network of diverse peoples and nations. Education should therefore enable the learner to respect, appreciate and participate in the opportunities within the international community. Education should also facilitate the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote



## LESSON ALLOCATION AT LOWER PRIMARY

S/ No.	Learning Area	No. of Lessons
1	Mathematical Activities for Learners with Visual Impairment	5
2	English Language Activities for Learners with Visual Impairment	5
3	Environmental Activities for Learners with Visual Impairment	4
4	Creative Activities for Learners with Visual Impairment	7
5	Religious Education Activities	3
6	Kiswahili language activities for Learners with Visual Impairment	4
7	Braille Literacy Activities	2
8.	Pastoral/ Religious Instruction Programme	1
	<b>Total</b>	<b>31</b>

## LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education, the learner with visual impairment should be able to:

- a) communicate appropriately using verbal and or non-verbal modes in a variety of contexts,
- b) apply acquired knowledge, skills, values and attitudes in everyday life,
- c) demonstrate social skills, moral and religious values for positive contribution to society,
- d) exploit one's talents for individual development and self-fulfillment,
- e) explore, manipulate, manage and conserve the environment for learning and sustainable development,
- f) use digital literacy skills for learning and enjoyment,
- g) value Kenya's rich and diverse cultural heritage for harmonious living,
- h) appreciate the need for, and importance of interdependence of people and nations.

## **ESSENCE STATEMENT**

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

Further, this design has been adapted to ensure that learners with blindness or low vision learn effectively. The adaptations include suggestions for provision of verbal descriptions on aspects that require use of sight, use of digital devices with assistive technology, tactile diagrams, print with appropriate contrast, font size and font types, hands on demonstrations, purposeful pairing and adapted learning resources. The design has also incorporated alternative learning outcomes and activities in areas that pose challenges to learners with visual impairments.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of Lower Primary, the learner with visual impairment should be able to:

- a) acquire appropriate practical skills and values for problem solving in conserving the environment,
- b) communicate appropriate messages for conserving the environment,
- c) demonstrate appropriate values, attitudes and practices for sustainable interactions,
- d) explore the natural resources in the immediate environment for learning and enjoyment,
- e) practise proper hygiene and good health habits to promote the well-being of self, others and the environment,
- f) apply acquired competences in solving environmental challenges for sustainable development,
- g) participate in community service learning to promote environmental and social well-being,
- h) observe safety precautions to limit risks to self and others while exploring the environment,
- i) appreciate the country's rich and diverse cultural heritage for harmonious living in the community.

**SUMMARY OF STRANDS AND SUB STRANDS**

<b>Strands</b>	<b>Sub Strands</b>	<b>Suggested Number of Lessons</b>
1.0 SOCIAL ENVIRONMENT	1.1 Cleaning My Body	13
	1.2 Our Home	8
	1.3 Family Needs	13
	1.4 Our School	9
	1.5 Our Market	9
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky	12
	2.2 Soil	10
	2.3 Sound	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	14
	3.2 Plants	10
	3.3 Animals	10

**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 Cleaning My Body</b></p> <ul style="list-style-type: none"> <li>● <i>Face</i></li> <li>● <i>Teeth</i></li> <li>● <i>Hands</i></li> <li>● <i>Feet and Hair</i></li> </ul> <p><b>(13 Lessons)</b></p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify materials used to clean different parts of the body,</li> <li>b) clean face, teeth, hands, feet and hair using locally available materials,</li> <li>c) appreciate the importance of a clean body for personal hygiene.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to observe pictures while learners with blindness listen to picture descriptions or manipulate and name materials used to clean different parts of the body.</li> <li>● Learners with low vision are guided to draw and colour while learners with blindness make a list of materials used to clean different parts of the body.</li> <li>● In groups, learners with low vision watch a video, demonstrations or observe pictures on the steps used to clean teeth, face, hair, hands, legs and feet as parts of the body. Learners with blindness listen to audio clips, be given one on one demonstrations accompanied by clear verbal descriptions or picture descriptions on the steps used to clean teeth,</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you clean your body parts?</li> <li>2. Why should we clean our body parts?</li> </ol>

			<p>face, hair, hands, legs and feet as parts of the body.</p> <ul style="list-style-type: none"> <li>● Learners are guided to practise brushing teeth for personal well-being.</li> <li>● In groups, learners sing a song or recite a poem on cleaning different parts of the body.</li> <li>● Learners are guided to make and maintain a journal on cleaning different parts of the body for one week.</li> </ul>	
<p><b>Core Competency to be developed:</b> Creativity and imagination: learner exhibits the skill of originality when creating a healthy habit poster showing the importance of oral habits.</p>				
<p><b>Values:</b> Responsibility: learner enhances responsibility while cleaning body parts without wasting cleaning agents and water.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Life Skills: learner develops self-awareness when taking care of different body parts.</li> <li>● Health Promotion Issues: learner develops the skill of cleaning their bodies as they clean their (<i>Face, Hands, Feet and Hair</i>) as a way of practising personal cleanliness.</li> </ul>				
<p><b>Link to other Learning Areas:</b> Taking an account of cleaning the body parts relates to the skill of <i>journaling</i> in <b>Language Activities</b>.</p>				
<p><b>Suggested Learning Resources</b> Approved support learning materials, digital devices with assistive technology, tooth brush, tooth paste, pumice stone, face towel, soap, water, pictures, pencils and crayons, manilla papers, marker pens.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.2 Our Home (12 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify materials used to clean a home environment,</p> <p>b) state common accidents at home for personal and others' safety,</p> <p>c) carry out activities to ensure cleanliness in the home,</p> <p>d) reflect on the importance of observing safety precautions while carrying out cleaning activities in the home.</p>	<ul style="list-style-type: none"> <li>● In groups, learners share ideas on different materials used to sweep, wipe, dust and collect litter at home and share their findings with peers.</li> <li>● Learners with low vision are guided to draw and colour materials used to sweep, wipe, dust and collect litter at home and name them, while learners with blindness manipulate materials used to sweep, wipe, dust and collect litter at home and name them.</li> <li>● In pairs or in groups learners share information on common accidents that occur at home such as falls, cuts and burns and share the information in class.</li> <li>● Learners with low vision watch videos or observe pictures on ways of preventing accidents at home such as wiping spills, arranging furniture properly, disposing of waste appropriately, covering open pits, proper handling of tools like knives and</li> </ul>	<p>How can you make your home environment clean and safe?</p>

			<p>forks, proper use and storage of medicine. Learners with blindness listen to audio clips or clear verbal descriptions on ways of preventing accidents at home such as wiping spills, arranging furniture properly, disposing of waste appropriately, covering open pits, proper handling of tools like knives and forks, proper use and storage of medicine.</p> <ul style="list-style-type: none"> <li>● Learners are guided to clean places (<i>compound, living room, kitchen</i>) and assorted items (<i>table, chair, mat</i>) using different suitable cleaning materials (<i>soap, water, sponge, sisal fibres, piece of cloth</i>) at home.</li> </ul>	
<p><b>Core competency to be developed:</b> Learning to learn: learner develops independence when cleaning furniture using suitable materials.</p>				
<p><b>Values:</b> Responsibility: learner enhances self-drive when keeping the home environment clean such as practicing cleaning assorted home items using suitable cleaning materials.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Disaster risk reduction: learner develops awareness of potentially risk areas and objects that can cause harm/accidents to foster safety of self and others.</p>				
<p><b>Link to other Learning Areas:</b> Materials used for cleaning are used in Creative Activities to clean self after finger painting activities</p>				

**Suggested Learning Resources**

Approved support learning materials(textbooks), digital devices with assistive technology, table, chair, pictures of furniture, charts showing different furniture, sisal fibre, water, soap, piece of cloth.



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.3 Family needs (13 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify basic needs in the family,</li> <li>b) classify items and structures as basic needs in the family,</li> <li>c) categorise foods from plants and animals eaten at home,</li> <li>d) select suitable foods for a healthy body,</li> <li>e) appreciate different needs in the family.</li> </ul>	<ul style="list-style-type: none"> <li>● In pairs or groups, learners share information on different family needs and share with peers.</li> <li>● Learners with low vision watch a video clip and or observe pictures of different basic family needs <i>such as food, water, clothing and shelter and name them</i>. Learners with blindness listen to audio clips and or picture descriptions of different basic family needs <i>such as food, water, clothing and shelter and name them</i>.</li> <li>● In groups, learners with low vision observe pictures of various food items used by family members and match with their names. Learners with blindness listen to picture descriptions of various food items used by family members and match with their names.</li> <li>● Learners with low vision are guided to match pictures of food items with their names, while learners with blindness listen to picture descriptions of various food items and name them.</li> <li>● Learners recite poems and or sing songs on different family needs.</li> <li>● Learners are guided to sort and group locally assorted food items (<i>from plants</i></li> </ul>	<ol style="list-style-type: none"> <li>1. How do we choose the food we eat?</li> </ol>

			<p><i>and animals</i>) into likes and dislikes using sense of sight, taste, touch and or smell.</p> <ul style="list-style-type: none"> <li>• Learners are guided to create a one-week journal of foods they choose to eat that are healthy for their bodies.</li> <li>• Learners are guided to make a nature corner with different food items found in the locality.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: learner manipulates digital devices with assistive technology while recording poems and songs on different family needs.</li> <li>• Self-efficacy: learner sorts and groups locally assorted food items into types of tastes.</li> </ul>				
<p><b>Values:</b> Respect: learner enhances patience for diverse opinions while sharing information on different family needs.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Life skills: learner develops the skill of self-awareness when drawing, colouring, grouping different family needs.</p>				
<p><b>Link to other Learning Areas:</b> Basic needs of the family such as water relates with filling and emptying activities in Mathematical Activities</p>				
<p><b>Suggested Learning Resources</b> Digital devices with assistive technology, approved support learning materials, pictures, manilla papers, photographs, pencils and crayons, food items, water, water container, houses, models of huts and manyatta, assorted clothings.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.4 Our School</b> <ul style="list-style-type: none"> <li>● <i>Main physical features</i></li> <li>● <i>Safety</i></li> </ul> <b>(9 Lessons)</b>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify main physical features between home and school,</li> <li>b) draw main physical features between home and school (learners with low vision)</li> <li>c) manipulate tactile maps of main physical features between home and school (learners with blindness),</li> <li>d) apply personal safety on the way to school,</li> <li>e) acknowledge the significance of identifying places using key features.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to use digital devices with assistive technology to watch videos or observe pictures while learners with blindness listen to audio clips and or picture descriptions on main physical features between home and school (<i>relative location; landmarks close to home and school</i>) and identify them.</li> <li>● In groups learners talk about the main physical features between home and school (<i>rivers, hills, forest, bridges, roads, buildings</i>) and share information in class.</li> <li>● Learners with low vision are guided to draw main physical features <i>such as a river, a hill, forest/trees, a bridge, a road, buildings (church, mosque, temple)</i>, while learners with blindness are guided to manipulate and model a river, a hill, forest/trees, a bridge, a road, <i>buildings (church, mosque, temple)</i>,</li> <li>● Learners are guided to use digital devices with assistive technology to play educative digital games on locating main physical features between their home and school.</li> <li>● In groups learners cooperate and display team spirit in role playing safety measures to take on the way to school (<i>observing road signs, not speaking to strangers, not picking foods from strangers, respecting community helpers</i>).</li> </ul>	<ol style="list-style-type: none"> <li>1. How do you identify your way to school?</li> <li>2. How can you be safe while coming to school?</li> </ol>

**Core Competency to be developed:**

Digital Literacy: learner interacts with digital devices with assistive technology when playing educative digital games on locating main features between their home and school.

**Values:**

Unity: learner enriches cooperation and team spirit when role playing safety measures to take on the way to school.

**Pertinent and Contemporary Issues:**

Socio economic Issues: learner acquires child road safety awareness when role playing safety measures to take on the way to school and back.

**Link to other learning areas:**

Drawing Physical features between home and school can be used to develop the skill of drawing and colouring in **Creative Activities**.

**Suggested Learning Resources**

Digital devices with assistive technology, school environment, home environment, crayons, pencils, pictures, manilla papers, tactile sketch maps, approved support learning materials (textbooks)

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.5 The market</b>  <i>(9 Lessons)</i>	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>identify roles of people found in a market,</li> <li>list food items found in the market,</li> <li>categorise food items found in the market into fruits and vegetables,</li> <li>appreciate activities that are carried out in a market.</li> </ol>	<ul style="list-style-type: none"> <li>Learners with low vision watch video clips of people found in a market, while learners with blindness listen to audio clips of people found in a market.</li> <li>In groups, learners talk about roles of people found in a market and share the information with peers.</li> <li>Learners with low vision use flashcards to match fruits found in the market such as <i>bananas, oranges, lemon</i> and vegetables such as <i>spinach, carrots, cabbage</i>. Learners with blindness use braille cards to match fruits found in the market such as <i>bananas, oranges, lemon</i>, vegetables such as <i>spinach, carrots, cabbage</i>.</li> <li>Learners with low vision are guided to observe pictures of different fruits and vegetables while learners with blindness are guided to manipulate real fruits and vegetables found in the market.</li> <li>Learners with low vision are guided to sort and group food items found in the market into vegetables and fruits using pictures or flashcards. Learners with blindness are guided to use braille cards or real food items to sort them into vegetables and fruits.</li> <li>In groups, learners use digital devices with assistive technology to watch pictures of fruits and vegetables found in the market. Learners with</li> </ul>	Why do we have markets?

			<p>blindness are guided use digital devices with assistive technology to listen to picture description of fruits and vegetables found in the market.</p> <ul style="list-style-type: none"> <li>• In pairs or groups, learners recite poems and sing songs on fruits and vegetables found in the market.</li> </ul>	
<p><b>Core Competency to be developed:</b>  Communication and collaboration: learner listens keenly and speaks effectively when sharing information with peers on roles of people found in a market.</p>				
<p><b>Values:</b>  Unity: A learner enhances <i>cooperation</i> when drawing and colouring different fruits and vegetables found in the market in groups.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Social-economic issues: A learner develops the skill of <i>career awareness</i> when drawing and colouring different fruits and vegetables found in the market.</p>				
<p><b>Link to other Learning Areas:</b>  Food items found in a market relates to concepts of sorting and grouping in Mathematics Activities.</p>				
<p><b>Suggested Learning Resources</b>  Approved learning support materials, local environment, vegetables, fruits, photographs or picture cut outs of fruits and vegetables, pencils and crayons, digital devices with assistive technology.</p>				

**Suggested Assessment Rubric**

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
Ability to clean the body parts	cleans 5 body parts	cleans 4 body parts	cleans 3 body parts	Cleans 2 body parts
Ability to carry out activities to ensure cleanliness in the home	Carries out 4 activities to ensure cleanliness in the home	Carries out 3 activities to ensure cleanliness in the home	Carries out 2 activities to ensure cleanliness in the home	Carries out 1 activities to ensure cleanliness in the home
Ability to classify physical needs in the family	Classifies 4 physical needs in the family	Classifies 3 physical needs in the family	Classifies 2 physical needs in the family	Classifies 1 physical needs in the family
Ability to identify main physical features between home and school	Identifies 6 main physical features between home and school	Identifies 4 main physical features between home and school	Identifies 3 main physical features between home and school	Identifies 2 main physical features between home and school

**STRAND 2.0: NATURAL ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural environment	2.1 Weather and the sky (12 Lessons)	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) describe the appearance of the sky during the day and at night,</li> <li>b) identify different weather conditions in the locality,</li> <li>c) record different weather conditions in the locality,</li> <li>d) appreciate differences in weather conditions at different times of the day.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners with low vision use digital devices with assistive technology to watch a video while learners with blindness listen to audio clips about the sky during the day and at night and share their findings on the appearances.</li> <li>● In groups, learners discuss the differences in the appearance of the sky during the day and at night and record their findings.</li> <li>● Learners with low vision observe pictures of different weather conditions to manipulate (<i>cloudy, sunny, windy, rainy, calm</i>). Learners with blindness are provided with tactile diagrams of different weather conditions to manipulate (<i>cloudy, sunny, windy, rainy, calm</i>).</li> <li>● Learners are guided to observe and share ideas on prevailing weather conditions (<i>cloudy, sunny, windy, rainy, calm</i>) as an outdoor activity and make a weather chart. Learners with blindness to be given clear verbal descriptions of the prevailing weather conditions as observed.</li> <li>● Learners with low vision are guided to draw and colour pictures on weather conditions while learners with blindness are provided with a</li> </ul>	<ol style="list-style-type: none"> <li>1. How is the weather today?</li> <li>2. Why do we study weather?</li> </ol>



			<p>tactile weather chart to explore to identify different weather conditions.</p> <ul style="list-style-type: none"> <li>● Learners are guided to role play or mime various weather conditions for enjoyment.</li> <li>● Learners are guided to make and maintain a one-week daily journal on weather conditions.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Communication: learner speaks engagingly when telling age appropriate stories about weather and weather conditions.</p>				
<p><b>Values:</b>  Responsibility: learner enhances resilience as they engage in making and maintaining a daily journal on weather conditions.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills: A Learner <i>learns to manage time</i> as they make and read weather charts.</p>				
<p><b>Link to other Learning Areas:</b>  Appearance of the sky and conditions can be used when learning creation in Religious Activities.</p>				
<p><b>Suggested Learning Resources</b>  Sky (immediate environment), approved support learning materials, digital devices with assistive technology, manilla papers, crayons, pencils, cotton wool, adhesive glue.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural environment</b>	<b>2.2 Soil (10 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify ways of playing with soil for enjoyment,</li> <li>b) play with soil in different ways for enjoyment,</li> <li>c) model different objects using soil at school,</li> <li>d) develop curiosity in playing with soil for enjoyment.</li> </ol>	<ul style="list-style-type: none"> <li>● In groups learners discuss and share ideas on ways of playing with soil for enjoyment.</li> <li>● In groups learners are guided to play with soil in different ways for fun. (<i>filling and emptying bottles with soil, drawing, modelling</i>).</li> <li>● Learners with low vision watch videos and observe pictures of patterns made using soil, while learners with blindness listen to audio clips and picture descriptions of patterns made using soil.</li> <li>● Learners are guided to model different objects using soil (<i>plate, bowl and a ball</i>) and wash their hands with soap and clean running water after the activity.</li> <li>● Learners are guided to recite poems or sing songs to peers while playing with soil for fun.</li> <li>● Learners are guided to clean up the working space after modeling and wash hands with soap and clean running water.</li> </ul>	<p>Why is playing with soil important to us?</p>

**Core Competencies to be developed:**

Self-efficacy: learner develop high self-esteem as they model different objects using soil

**Values:**

Social justice: learner enhances cooperation while taking turns to fill and empty cans with soil for fun.

**Pertinent and Contemporary Issues:**

Health Promotion Issues: learner develops the skill of washing hands with soap and clean running water after playing with soil.

**Link to other Learning Areas:**

Soil can be used when modelling items in Creative Activities.

**Suggested Learning Resources**

Approved learning support materials, digital devices with assistive technology, manilla papers, crayons, pencils, clay soil, plasticine, modelling clay, water, plastic bottles.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.3 Sound (12 Lessons)</b>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify sounds in the immediate environment,</li> <li>b) create sounds from a variety of objects for enjoyment,</li> <li>c) discriminate sounds that alert us to dangers for appropriate response,</li> <li>d) acknowledge different sounds that alerts us to dangers.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups, learners take a nature walk in the immediate environment to identify various sounds from human (screaming), animals(<i>cow, cat, donkey, hen, goat</i>), machines (ambulance siren, vehicle hooting) or that which is natural such as thunder and share with peers the sounds they heard.</li> <li>● Learners with low vision use digital devices with assistive technology to watch a video of creating sound using the body, objects and voice (<i>plucking, hitting, blowing, shaking snapping, tapping and clicking</i>). Learners with blindness listen to audio clips on ways of creating sound using the body, objects and voice (<i>plucking, hitting, blowing, shaking snapping, tapping and clicking</i>)</li> <li>● In groups, learners imitate and use digital devices with assistive technology to record videos or audios of sounds from humans(screaming), animals(<i>cow, cat, donkey, hen, goat</i>), machines (ambulance siren, vehicle hooting) or that which is natural such as thunder)</li> <li>● In groups, learners brainstorm on sounds used to alert us of dangerous situations.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do animals and other objects in our environment produce sounds?</li> <li>2. Why are some sounds important in our lives?</li> </ol>

			<ul style="list-style-type: none"> <li>● In groups, learners explore sources of loud sounds in the immediate environment and talk about what happens to a person when near loud sounds.</li> <li>● In groups, learners with low vision observe pictures or videos showing how to protect one-self from loud sounds. Learners with blindness listen to verbal picture descriptions showing how to protect one-self from loud sounds.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  <b>Digital literacy:</b> A learner interacts with digital devices with assistive technology as they observe safety precautions while using digital devices when recording audios or videos on various sounds.  <b>Self-efficacy:</b> A learner exhibits confidence as they imitate various sounds produced by animals or objects.</p>				
<p><b>Values:</b>  <b>Patriotism:</b> A learner enriches loyalty as they obey laws and regulation on sounds that alert us on dangers for appropriate response.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Life skills:</b> A learner uses common courteous words as they engage in identifying sounds inferring danger.</p>				
<p><b>Link to other Learning Areas:</b>  Sounds in the immediate environment draws concepts in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b>  Approved support learning materials, local environment, digital devices with assistive technology, manilla papers, marker pens, animals, objects.</p>				

## ASSESSMENT RUBRICS

<b>Level Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectation</b>
Ability to observe safety precautions in the immediate environment.	Observes safety precautions in the immediate environment always.	Observes safety precautions in the immediate environment.	Observes safety precautions in the immediate environment sometimes.	Observes safety precautions in the immediate environment with prompts.
Ability to record weather conditions in the locality.	Records 5 weather conditions in the locality most precisely.	Records weather 4 conditions in the locality precisely.	Records weather 3 conditions in the locality less precisely .	Records weather 2 conditions in the locality imprecisely.
Ability to model different objects using soil at school.	Models 5 different objects using soil at school.	Models 4 different objects using soil at school.	Models 3 different objects using soil at school.	Models 2 different objects using soil at school.

**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 Resources in Our Environment</b></p>	<p><b>3.1 Water</b>  (14 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) identify sources of water in the immediate environment,</li> <li>b) record uses of water at home and school,</li> <li>c) conserve water at home and school,</li> <li>d) acknowledge different sources of water in the immediate environment,</li> </ul>	<ul style="list-style-type: none"> <li>● Learners with low vision use digital devices with assistive technology to watch videos or observe pictures of different sources of water and name them. Learners with blindness listen to audio clips or picture descriptions of different sources of water and name them.</li> <li>● Learners with low vision are guided to complete a simple word puzzle with names of sources of water at home and school. Learners with blindness are guided to name and write down sources of water at home and school.</li> <li>● Learners are guided to talk about uses of water at home and school and share with peers in class (<i>We drink it, wash with it, swim in it, we wash ourselves with it</i>).</li> <li>● In groups learners observe, and listen to and write uses of water at home and school.</li> <li>● Learners participate in school water day to share experiences on using water sparingly (<i>careful use of water, re-using water</i>). Learners with blindness to be paired with their sighted peers and given verbal descriptions on aspects that require use of sight during the activity.</li> <li>● Learners are guided to role play using water sparingly at home and school.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we use water without wasting it?</li> <li>2. Why do we care for water sources?</li> </ol>

			<ul style="list-style-type: none"> <li>Learners are guided to make posters on using water sparingly at home and school.</li> </ul>	
<p><b>Core Competencies to be developed:</b>  Learning to learn: learner models water sources in class learning space or corner using locally available materials.  Creativity and imagination: learner develops originality skills as they model, draw and colour different sources of water.</p>				
<p><b>Values:</b>  Unity: A learner enhances equality as they display team spirit when they participate in school water day to share experiences on using water sparingly.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Health promotion issues: learner drinks clean water and role play using water sparingly for personal wellbeing.</p>				
<p><b>Link to other Learning Areas:</b>  Making a poster on water conservation at home and school draws knowledge from writing skills in Language Activities.</p>				
<p><b>Suggested Learning Resources</b>  Approved learning support materials, digital devices with assistive technology, manilla papers, crayons, pencils, clay soil, modelling clay, water, local environment, water sources, containers.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources in Our Environment</b>	<b>3.2 Plants</b>  <i>(10 Lessons)</i>	By the end of the sub strand, the learner should be able to: a) identify parts of a plant found in the school garden/ compound, b) draw different parts of a plant found at school, c) model different parts of a plant found at school, d) water plants found in their immediate environment, e) show interest in parts of a plant for learning and enjoyment.	<ul style="list-style-type: none"> <li>● Learners are guided to go for a nature walk in the school environment to collect young plants. Learners with blindness to be given one on one support during the walk.</li> <li>● Learners with low vision use digital devices with assistive technology to watch video clips, observe pictures and photographs while learners with blindness listen to audio clips and picture description on different parts of a plant and identify them.</li> <li>● Learners with low vision are guided to draw or take photographs of parts of a plant while learners with blindness are given tactile diagrams of parts of a plant found at school to manipulate and model.</li> <li>● Learners are guided to plant seeds in the nature corner of the class, school garden or flowerbed.</li> <li>● Learners are guided to water plants found in the immediate environment.</li> <li>● In pairs or groups, learners display their work for further learning and peer assessment.</li> </ul>	How can we care for plants in your environment?
<b>Core Competencies to be developed:</b> Learning to learn: learner develops self-discipline as they go for a nature walk and explore different plants in the immediate environment.				
<b>Values:</b> Patriotism: learner enriches citizenship as they show love to their country by watering plants found in their immediate environment.				

**Pertinent and Contemporary Issues:**

Environmental Education and climate change: learner observes safety and responsibility when collecting young plants in the locality.

**Link to other Learning Areas:**

Plant relates to a concept of creation in Religious Activities.

**Suggested Learning Resources**

Approved learning support materials, digital devices with assistive technology, manilla papers, pictures, crayons, pencils, young plants (uprooted), local environment.

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"> <li>a) identify different domestic animals in the immediate environment</li> <li>b) list domestic animals used as food in the locality,</li> <li>c) carry out basic care activities for small domestic animals in the immediate environment,</li> <li>d) acknowledges diversity of animals in the immediate environment.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision use digital devices with assistive technology to watch or observe pictures while learners with blindness listen to audio clips or picture descriptions of domestic animals in the immediate environment.</li> <li>● Learners are guided to take a nature walk to observe diversity in animals and share their findings on animals that they observed. Learners with blindness to be given one on one support during the walk.</li> <li>● Learners are guided to list down domestic animals used as food in the locality.</li> <li>● Learners with low vision watch video clips of domestic animals being watered, fed and treated. Learners with blindness listen to audio clips of domestic animals being watered, fed and treated.</li> <li>● Learners share with peers on safety precautions taken when feeding and watering domestic animals.</li> <li>● Learners are guided to water and feed small domestic animals in their immediate environment accompanied by a caregiver (<i>rabbit, goat, sheep, chicken, cat, dog</i>)</li> <li>● In groups learners are guided to make journals on the number of times they feed or water animals in a day.</li> </ul>	How can we care for animals in our immediate environment?

**Core Competencies to be developed:**

- Learning to learn: learner develops exploration skills when taking a nature walk to observe and write names of domestic animals.
- Communication and collaboration: learner writes clearly and correctly when gathering more information on care for domestic animals from parents or guardians.

**Values:**

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

**Pertinent and Contemporary Issues:**

- Health promotion issues: learner develops hand washing skills using clean running water after feeding and watering animals.
- Life skills: learner develops empathy as they take precautions when feeding and watering domestic animals.

**Link to other Learning Areas:**

Listening to stories on animals for enjoyment relates to active listening in Language Activities.

**Suggested Learning Resources**

Approved learning support materials, local environment, digital devices with assistive technology, pictures, photographs, newspaper cuttings, flash cards, water.

## ASSESSMENT RUBRICS

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectation</b>
Ability to record uses of water at home and school	Records 4 uses of water at home and school	Records 3 uses of water at home and school	Records 2 uses of water at home and school	Records 1 use of water at home and school
Ability to conserve water and plants in the immediate environment	Conserves water and plants in the immediate environment very often takes utmost care	Conserves water and plants in the immediate environment	Conserves water and plants sometimes in the immediate environment	Conserves water and plants rarely in the immediate environment
Ability to care domestic animals	Cares for domestic animals in the immediate environment always.	Cares for domestic animals in the immediate environment	Cares for domestic animals sometimes in the immediate environment	Cares domestic animals rarely in the immediate 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:

<b>Steps in carrying out the integrated CSL activity</b>
<p><b>1) Preparation</b></p> <ul style="list-style-type: none"><li>● Determine the activity for the learners</li><li>● Map out the targeted core competencies, values and specific learning areas skills for the CSL activity</li><li>● Identify resources required for the activity (locally available materials)</li><li>● Stagger the activities across the term (Set dates and time for the activities)</li><li>● Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community</li><li>● Identify and develop assessment tools.</li></ul>
<p><b>2) Implementation of CSL Activity</b></p> <ul style="list-style-type: none"><li>● Assigning roles to learners.</li><li>● Ensure every learner actively participates in the activity</li><li>● Observe learners as they carry out the CSL activity and record feedback.</li><li>● Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)</li><li>● Assess the targeted core competencies, values and subject skills.</li></ul>
<p><b>3) Reflection on the CSL Activity</b></p> <p>Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:</p> <ul style="list-style-type: none"><li>● what went well and why?</li><li>● what did not go well and why?</li><li>● what can be done differently next time?</li><li>● what they have learnt?</li></ul>

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 RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES**

### **Suggested Assessment Methods**

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

### **Non formal Activities that support learning**

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