



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

**LOWER PRIMARY SCHOOL CURRICULUM DESIGN**

**ENVIRONMENTAL ACTIVITIES**

**GRADE 2**

**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 2 curriculum designs for learners with visual impairment build on competencies attained by learners at Grade 1. 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,**  
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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 2 curriculum furthers implementation of the CBC from Grade 1 in 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 2 curriculum designs for learner 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 2 and prepare them for smooth transition to Grade 3. 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 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 2 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 2 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 2 and preparation of learners with visual impairment for transition to Grade 3.

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

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

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

**8. Good health and environmental protection**

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



## 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-fulfilment,
- 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 Grade 1. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills 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 natural 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 Our Home	16
	1.2 Family Needs and Wants	8
	1.3 Our School	8
	1.4 Our National Flag	8
	1.5 Our Rights and Responsibilities	6
	1.6 Our Market	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	12
	2.2 Soil	8
	2.3 Light	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	10
	3.3 Animals	12

**STRAND 1.0: SOCIAL ENVIRONMENT**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p><b>1.0 Social Environment</b></p>	<p><b>1.1 Our Home</b> (16 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) differentiate between personal and common items used at home,</li> <li>b) identify materials used for cleaning personal and common items at home,</li> <li>c) clean personal and common items using locally available materials,</li> <li>d) advocate for a clean home environment for self and others' well-being.</li> </ul>	<ul style="list-style-type: none"> <li>● In groups learners share information on personal (comb, tooth brush, face towel, handkerchief, socks, inner) and common items found at home (<i>cups, plates, spoons, bowls, jug</i>).</li> <li>● Learners with low vision are guided to match pictures of common items at home with their uses while learners with blindness are given realia of common items to identify and tell their uses at home.</li> <li>● In groups learners with low vision observe pictures of different materials used for cleaning utensils (<i>sponge, assorted scourers, sisal fibre, ash, piece of cloth, assorted cleaning agents</i>). Learners with blindness listen to picture descriptions of different materials used for cleaning utensils (<i>sponge, assorted scourers, sisal fibre, ash, piece of cloth, assorted cleaning agents</i>).</li> <li>● Learners with low vision are guided to observe, draw and colour while learners with blindness are guided to manipulate different materials used in cleaning utensils and display them in class.</li> <li>● Learners with low vision use digital devices with assistive technology to</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we keep our home clean?</li> <li>2. Why should we keep the home environment clean? utensils</li> </ol>

			<p>watch video clips on cleaning different utensils. Learners with blindness listen to audio clips or one on one demonstrations from a resource person on cleaning different utensils.</p> <ul style="list-style-type: none"> <li>● Learners are guided to wash utensils (<i>cup, plate, spoon, bowls, jug</i>) using suitable soap and soft material (<i>cloth, sisal, knitted/crocheted pads</i>).</li> <li>● Learners are guided to sort and appropriately dispose of waste after cleaning utensils.</li> </ul>	
<p><b>Core Competency to be Developed:</b> Critical thinking and problem solving: Learner enhances innovative thinking in improvising cleaning materials using locally available resources.</p>				
<p><b>Values:</b> Responsibility: Learner enhances self-drive when cleaning utensils at home</p>				
<p><b>Pertinent and Contemporary Issues:</b> Learners observe safety and hygiene as they wash their hands after handling waste materials to avoid communicable diseases.</p>				
<p><b>Link to other Learning Areas:</b> The skill of sorting and grouping draws knowledge learnt in pre-number in <b>Mathematics Activities</b>.</p>				
<p><b>Suggested Learning Resources</b> Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive technology, improvised cleaning materials like sisal fibre, ash, utensils cups, plates, spoons, soap, sponge.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social Environment</b>	<b>1.2 Family needs and wants</b>  (8 lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> <li>a) mention differences between family needs and wants,</li> <li>b) identify places within the locality where family needs are found,</li> <li>c) classify family needs and wants for financial literacy awareness,</li> <li>d) prioritise family needs over family wants,</li> <li>e) appreciate family needs and wants within the locality</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to talk about the differences between family needs and wants and share their findings with peers.</li> <li>● Learners with low vision observe pictures and photographs of different places where family needs are met (<i>farm, grazing places, sources of water, hospital, market/shopping centres</i>) while learners with blindness listen to picture descriptions of different places where family needs are met (<i>farm, grazing places, sources of water, hospital, market/shopping centres</i>).</li> <li>● In groups, learners with low vision match family needs with places they are found while learners with blindness list down family needs with places they are found.</li> <li>● Learners with low vision are guided to sort and group goods and services while learners with blindness are given verbal descriptions of grouped goods and services to name into family needs and wants.</li> <li>● Learners with low vision watch video clips of different ways of meeting family needs while learners with blindness listen to audio clips of different ways of meeting family needs.</li> </ul>	How can we meet our family needs?

			<ul style="list-style-type: none"> <li>• Learners with low vision observe pictures of different meals taken at different times of the day. Learners with blindness listen to picture descriptions of different meals taken at different times of the day.</li> <li>• Learners are guided to keep a daily record of meals eaten at home or school for one week.</li> </ul>	
<p><b>Core Competency to be Developed:</b>  Citizenship: A learner develops family life skills as they sort and group pictures of goods and services into needs and wants.</p>				
<p><b>Values:</b>  Love: learner portrays a caring attitude towards peers when playing games of picking out flash cards/paper cuttings/pictures that show family needs.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Life skills: Learner enhances family life skills when sorting and grouping pictures of goods and services into family needs and wants.</p>				
<p><b>Link to other Learning Areas:</b>  Family needs and wants can be used to learn the skill of counting, sorting and grouping in <b>Mathematics Activities</b>.</p>				
<p><b>Suggested Learning Resources</b>  Approved support learning materials, flash cards, braille cards, pictures, digital devices with assistive technology, pictures of different foods, house and clothes, foods such as flour, vegetables, clothes</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social environment</b>	<b>1.3 School environment</b>  <b>(8 lessons)</b>	<p>By the end of sub strand the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) name ways of keeping the school environment clean,</li> <li>b) identify common accidents at school,</li> <li>c) clean the school environment for the wellbeing of self and others,</li> <li>d) advocate for a clean and safe school environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners with low vision use video clips or pictures on ways of keeping the school environment clean and name them. Learners with blindness listen to audio clips or picture descriptions on ways of keeping the school environment clean and name them.</li> <li>● In groups, learners walk around the school compound to find out what could expose them to danger like fire, sharp objects, slippery floors, open pits and plastic bags and take photographs using digital devices with assistive technology or note them down. Learners with blindness to be given one on one support accompanied by clear verbal descriptions during the walk.</li> <li>● Learners are guided to clean the school environment by sweeping, disposing of waste, mopping the floor and wiping or dusting the windows and furniture.</li> <li>● Learners recite poems or sing songs about a clean school environment.</li> <li>● Learners with low vision are guided to role play ways of giving first aid to common accidents in school (<i>suffocation, falls, burns, cuts, choking</i>).</li> </ul>	<p>How can you keep the school environment safe?</p>



			<p>Learners with blindness to be given one on one support accompanied by clear verbal descriptions as they role play ways of giving first aid to common accidents in school (<i>suffocation, falls, burns, cuts, choking</i>).</p> <ul style="list-style-type: none"> <li>• In groups learners make paper-mache art of appropriate objects or models from paper waste.</li> </ul>	
<p><b>Core Competency to be Developed:</b> Self-efficacy: learner develops the skill of knowing the school by walking around the school compound to find out dangerous places and items.</p>				
<p><b>Values:</b> Unity: learner enhances cooperation when cleaning the school environment in groups.</p>				
<p><b>Pertinent and Contemporary Issues</b> Social economic issues: learner develops disaster risk reduction when role play ways of giving first aid to common accidents in school.</p>				
<p><b>Link to other Learning Areas:</b> Paper waste recycling relates to concepts of making paper mache art in <b>Creative Arts</b>.</p>				
<p><b>Suggested Learning Resources</b> Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive technology, dust bins, brooms, mops, school set up.</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 National Flag (5 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 meaning of colours of the Kenya National flag,</li> <li>b) name the events when the Kenya National Anthem is sung,</li> <li>c) observe etiquette when raising and lowering the Kenya national flag,</li> <li>d) appreciate the importance of the National Anthem.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners with low vision use digital devices with assistive technology to watch videos and observe pictures of colours of the Kenya National flag. Learners with blindness listen to audio clips and pictures descriptions of colours of the Kenya National flag.</li> <li>● Learners with low vision are guided to draw and colour the Kenya national flag while learners with blindness mention the colours of the Kenya national flag.</li> <li>● Learners are guided to role play the expected behaviour (<i>stand at attention and show respect</i>) when raising and lowering the National Flag. Learners with blindness to be given one on one guidance accompanied by clear verbal descriptions of the expected behaviour.</li> <li>● In groups, learners listen to audio-visual clips, read print or braille materials to identify occasions when the Kenya national anthem is sung.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is the Kenya National flag important?</li> <li>2. How could we demonstrate respect for the Kenya National flag?</li> </ol>
<p><b>Core Competency to be Developed:</b>            Citizenship: learner develops active community skills when observing the expected behavior related to Kenya National Flag and National Anthem.</p>				
<p><b>Values:</b>            Patriotism: learner enhances loyalty to the nation when singing the National Anthem.</p>				
<p><b>Pertinent and Contemporary Issues:</b>            Citizenship: learner enhances social cohesion and nationalism when singing the Kenya National Anthem.</p>				

**Link to other Learning Areas:**

Features of the Kenya national flag relates to learning of colours in Creative Activities.

**Suggested Learning Resources**

Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social environment	1.5 Our rights and responsibilities  (3 lessons)	By the end of the sub strand the learner should be able to:  a) outline Child Rights and responsibilities in the school,  b) carry out responsibilities of a child at home and in school,  c) appreciate child rights and responsibilities for attainment of social justice.	<ul style="list-style-type: none"> <li>● Learners listen to age appropriate stories involving expectations and experiences on Child Rights and responsibilities using age appropriate stories (<i>parental care, health care, protection from exploitation and cruelty</i>), listen to a resource person on Child Rights and responsibilities in a home or school.</li> <li>● Learners listen to a resource person on Child Rights and responsibilities in a home or school.</li> <li>● Learners are guided to use multimedia resources to explore responsibilities of children in school.</li> <li>● Learners work with peers to role play responsibilities of children in school.</li> <li>● Learners are guided to perform age appropriate responsibilities at school.</li> </ul>	Why are child rights and responsibilities important at school?
<p><b>Core Competency to be Developed:</b> Communication and collaboration: learner develops teamwork as they role play responsibilities of children in school</p>				
<p><b>Values:</b> Social justice: learner enhances equity as they perform age appropriate responsibilities at school.</p>				
<p><b>Pertinent and Contemporary Issues:</b> Citizenship: Learner enhances child rights awareness when sharing own expectations, experiences, duties and responsibilities at home or school.</p>				
<p><b>Link to other Learning Areas:</b> Listening to a resource person on Child Rights and Responsibilities relates to active listening and speaking in Language Activities.</p>				

**Suggested Learning Resources**

Approved support learning materials, flash cards, braille cards, pictures, digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>1.0 Social environment</b>	<b>1.6 Our market</b>  <b>(8 lessons)</b>	<p>By the end of sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify physical features on the way to the market,</li> <li>locate the market using physical features,</li> <li>identify activities that take place in the market,</li> <li>value things and people found in the market.</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners share experiences on physical features on the way to the market.</li> <li>Learners with low vision are guided to draw and colour physical features found on the way to the local market, learners with blindness model physical features found on the way to the local market.</li> <li>Learners with low vision use digital devices with assistive technology to watch video clips or observe pictures on activities that take place in a market. Learners with blindness listen to audio clips or picture description on activities that take place in a market.</li> <li>Learners listen to a resource person talk about activities that take place in the market and take notes.</li> <li>In groups, learners visit the nearest market to observe different activities that take place there. (<i>buying, selling, packaging, honest and fair negotiation</i>). Learners with blindness to be given one on one support accompanied by verbal descriptions during the walk.</li> <li>Learners are guided to role play buying and selling and honest and fair negotiations.</li> </ul>	<p>How can you locate your local market?</p>

			<ul style="list-style-type: none"> <li>● In groups learners are guided to recognise interdependence and connections of people found in the market.</li> <li>● Learners are guided to make a shop corner using locally available materials.</li> </ul>	
<p><b>Core Competency to be Developed:</b></p> <ul style="list-style-type: none"> <li>● Citizenship: Learner recognises interdependence and connections of people found in the market.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Integrity: learner enhances honest and fair negotiations when role playing on buying and selling.</li> </ul>				
<p><b>Pertinent and Contemporary Issues</b></p> <ul style="list-style-type: none"> <li>● Citizenship: learner enhances acknowledgement for self and others as they interact with people found in the market.</li> <li>● Financial literacy: learner develops spending skills as they visit the nearest market to observe different activities that take place.</li> </ul>				
<p><b>Link to other Learning Areas:</b> Buying and selling in the market can be used to learn the concept of money in <b>Mathematics Activities</b>.</p>				
<p><b>Suggested Learning Resources</b> Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive devices, shop corner, market items.</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 practise proper hygiene at home and school	Practises proper hygiene always at home and school	Practises proper hygiene at home and school	Practises proper hygiene sometimes at home and school occasionally	Practises proper hygiene rarely at home and school
Ability to practise good healthy habits at home and school	Practises good healthy habits always at home and school most frequently	Practises good healthy habits at home and school	Practises good healthy habits sometimes at home and school occasionally	Practises good healthy habits at home and school with assistance.
Ability to practise proper sanitation at home and school	Practises proper sanitation always at home and school most frequently	Practises proper sanitation at home and school	Practises proper sanitation sometimes at home and school occasionally	Practises proper sanitation rarely at home and school
Ability to conduct raising and lowering of the Kenya National flag	Conducts raising and lowering of the Kenya National flag with etiquette	Conducts raising and lowering of the Kenya National flag	Conducts raising and lowering of the Kenya National flag sometimes	Conducts raising and lowering of the Kenya National flag with assistance
Ability to carry out duties and responsibilities as a child	Carries out duties and responsibilities as a child always	Carries out duties and responsibilities as a child	Carries out duties and responsibilities as a child sometimes	Carries out duties and responsibilities as a child with assistance
Ability to observe safety precautions in the immediate environment	Observes safety precautions always in the immediate environment	Observes safety precautions in the immediate environment	Observes safety precautions sometimes in the immediate environment	Observes safety precautions in the immediate environment with assistance



## STRAND 2.0: NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.1 Weather (12 lessons)</b>	By the end of the sub strand the learner should be able to: a) identify weather conditions at different times of the day, b) create a weather record using weather symbols, c) predict weather conditions at different times of the day, d) develop curiosity in weather conditions experienced in the locality.	<ul style="list-style-type: none"> <li>● In groups, learners discuss weather conditions at different times of the day and present their findings in class.</li> <li>● Learners with low vision are guided to draw weather symbols while learners with blindness are given tactile sketch maps to manipulate and identify different weather conditions and display them in class.</li> <li>● In groups, learners with low vision observe and record prevailing weather conditions as an outdoor activity in collaboration with peers. Learners with blindness listen to clear verbal descriptions of prevailing weather conditions and record them.</li> <li>● In groups, learners create a weather record using weather symbols for a period of one week.</li> <li>● Learners are guided to role play ways of responding to various weather conditions.</li> <li>● In groups learners practice using weather symbols to interpret weather conditions at different times of the day.</li> </ul>	Why do we need to predict weather?
<p><b>Core Competency to be Developed:</b>            Digital literacy: learner interacts with digital technology with assistive technology as learners play relevant and educative computer games on weather conditions.</p>				

**Values:**

- Unity: learner develops cooperation as they observe and record prevailing weather conditions as an outdoor activity.
- Integrity: learner develops honesty as they observe and record weather conditions over a period of one week.

**Pertinent and Contemporary Issues:**

- Life skills: learner develops effective communication skills when participating in a class contest, on narrating weather occurrences for a past week from weather chart recordings.
- Learner support programs: learner develops career guidance skills when creating a weather record using weather symbols for a period of one week.

**Link to other subject:**

Drawing weather symbols relates to the skill of drawing and colouring in Creative Activities.

**Suggested learning resources**

Approved support learning materials, local environment, flash cards, braille cards, resource person, weather charts in print and braille, pictures, digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.2 Soil</b> (8 lessons)	By the end of the sub strand the learner should be able to: a) identify types of soil found in the locality, b) classify types of soil found in the locality, c) make items from soil, d) appreciate different types of soil in the immediate environment.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to walk within the school compound or visit the school neighbourhood to observe different types of soil and identify them.</li> <li>● Learners are guided to classify types of soil depending on the length of ribbons made, size of particles and texture.</li> <li>● Learners are guided to model soil ribbons using the soil samples provided (<i>clay, loam, sand</i>) and observe to find out which soil samples make smooth long ribbons.</li> <li>● Learners are guided to model objects (<i>balls, ribbons, pots</i>) with different types of soil (clay loam, sand).</li> </ul>	How can you identify different types of soil in our environment?
<p><b>Core Competency to be Developed :</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: learner develops the skill of learning independently as they model soil ribbons using the soil samples and finding out the soil samples that makes smooth long ribbons.</li> </ul>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Unity: learners develop cooperation skills when modeling objects with different types of soil.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>● Health promotion issues: learner develops preventive health skills when cleaning working areas, hands with soap and water after handling soil to prevent communicable diseases.</li> </ul>				
<p><b>Link to other Learning Areas:</b> Modelling objects using different types of soil draws knowledge from modeling technique in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b> Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive technology, different types of soils (sand, loam, ,clay).</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>2.0 Natural Environment</b>	<b>2.3 Light</b> (10 lessons)	By the end of the sub strand the learner should be able to:  a) identify sources of light in the environment, b) manipulate objects in the presence of light to form shadows for enjoyment, c) describe variety of ways of conserving light for sustainable supply of light energy, d) appreciate different sources of light in the environment.	<ul style="list-style-type: none"> <li>● Learners with low vision observe pictures and photographs of different sources of light in the environment. Learners with blindness listen to clear verbal descriptions of pictures and photographs of different sources of light in the environment.</li> <li>● Learners with low vision are guided to manipulate objects in the presence of light to form shadows. Learners with blindness are given clear verbal descriptions on the formation of shadows.</li> <li>● Learners practice switching off lights when not in use and during day time as a conservation measure.</li> <li>● Learners are guided to create light conservation messages to promote awareness at home and in school.</li> <li>● Learners are guided to make posters with simple messages on conservation of light to create awareness.</li> <li>● Learners are guided to type messages on conservation of light using digital devices with assistive technology.</li> <li>● In groups learners recite poems or sing songs on energy conservation</li> </ul>	<ol style="list-style-type: none"> <li>1. How can we conserve light energy in our environment?</li> <li>2. Why should we conserve light energy in our environment?</li> </ol>
<p><b>Core Competency to be Developed:</b> Communication and collaboration: learner develops writing skills when making posters with simple messages on conservation of light to create awareness.</p>				

<b>Values:</b> Unity: learner develops cooperation skills as they manipulate objects to form shadows in the presence.
<b>Pertinent and Contemporary Issues:</b> Social economic issues: Learner develops financial skills when practising switching off lights when not in use and during day time.
<b>Link to other Learning Areas:</b> Posters on energy conservation relate to writing skills in <b>Language Activities</b> .
<b>Suggested Learning Resources</b> Approved support learning materials, flash cards, braille cards, pictures of different sources of light, digital devices with assistive technology, torch, transparent and opaque materials, candles.

### SUGGESTED ASSESSMENT RUBRIC

<b>Level</b>	<b>Exceeds Expectations</b>	<b>Meets Expectation</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Indicator</b>				
Ability to create a weather record, using weather symbols	Creates a weather record, using 5 weather symbols	Creates a weather record, using 4 weather symbols	Creates a weather record, using 3 weather symbols	Creates a weather record, using at least 2 weather symbols
Ability to classify types of soil in the locality	Classifies 3 types of soil in the locality	Classifies 2 types of soil in the locality	Classifies 1 types of soil in the locality	Classifies 1 types of soil in the locality with assistance
Ability to describe variety of ways of conserving light	Describes variety of ways of conserving light from various sources	Describes variety of ways of conserving light	Describes some ways of conserving light	Describes few ways of conserving light when given hints

**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> (12 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 ways of storing water at home and school</li> <li>b) conserve water at home and school for future use,</li> <li>c) state the importance of storing water safely for human and animal use,</li> <li>d) appreciate safe water storage to prevent health risk to self and others.</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to explore various ways of storing water at home and in school.</li> <li>● Learners with low vision are guided to draw items used to store water at home and in school (<i>tanks, drums, pots</i>) to manipulate and identify. Learners with blindness are provided with items used to store water at home and in school (<i>tanks, drums, pots</i>) to manipulate and identify.</li> <li>● Learners practice storing water in bottles and water cans at home and in school.</li> <li>● Learners with low vision use digital devices with assistive technology to watch video clips, pictures and photographs on appropriate ways of storing water at home and in school. Learners with blindness listen to audio clips or clear verbal descriptions of pictures and photographs on appropriate ways of storing water at home and in school.</li> <li>● Learners brainstorm on the importance of storing water safely for human and animal use.</li> </ul>	<p>Why do we store water?</p>

			<ul style="list-style-type: none"> <li>In groups, learners make visits in the neighbourhood to identify different ways of storing water. Learners with blindness to be given one on one support accompanied by verbal descriptions during the walk.</li> </ul>	
<p><b>Core Competency to be Develop:</b>  Communication and collaboration: A learner develops teamwork when walking around the neighbourhood to identify different ways of storing water.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Social justice: Learner enhances cooperation when making visits in the neighbourhood to identify different ways of storing water.</li> <li>Responsibility: Learner enhances hard work skills when storing water in bottles and water cans for future use at home and school.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  Health promotion issues: Learner develops preventive health skills and awareness when storing water appropriately at home and school to prevent communicable diseases.</p>				
<p><b>Link to other Learning Areas:</b>  Drawing items used to store water relates to the skill of drawing and colouring in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b>  Approved support learning materials, local environment, flash cards, braille cards pictures of tanks, pots, drums, digital devices with assistive technology.</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> (10 lessons)	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify ways of caring for plants using locally available materials,</li> <li>b) carry out activities for caring of plants using locally available materials,</li> <li>c) Advocate for plant protection for environmental sustainability.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners with low vision observe pictures, photographs or watch video clips of people watering, manuring and mulching plants. Learners with blindness listen to clear verbal descriptions of pictures, photographs or audio clips of people watering, manuring and mulching plants.</li> <li>● Learners are guided to water, manure and do mulching for some plants in the school compound.</li> <li>● Learners with low vision observe pictures, photographs or video clips of healthy plants that have been conserved. Learners with blindness listen to audio clips or picture descriptions of healthy plants that have been conserved.</li> <li>● Learners are guided to write plant protection messages by hand, electronic, print or braille resources, recite poems and sing songs on plant protection.</li> </ul>	How can we care for plants?
<b>Core Competencies to be Developed:</b> Creativity and imagination: learner develops originality when creating plant protection messages using own hand writings, electronic print or braille resources.				
<b>Values:</b> Responsibility: learner develops self-driven skills when writing plant protection messages by hand, electronic, print or braille resources.				



**Pertinent and Contemporary Issues:**

Citizenship: learner develops environmental education and climate change skills when watering, manuring and mulching plants in the school compound.

**Link to other Learning Areas:**

Messages on plant protection relates to writing skills in Language Activities.

**Suggested Learning Resources**

Approved support learning materials, local environment, flash cards, braille cards, pictures, digital devices with assistive technology, watering cans, manure, dry grass or leaves.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Resources in our Environment</b>	<b>3.3 Animals</b>  <b>(12 lessons)</b>	By the end of the sub strand, the learner should be able to: a) identify different food items we get from animals, b) relate food items with respective animals, c) carry out activities of caring for animals in the locality, d) advocate for clean and secure animal shelters to reduce risk to the animals.	<ul style="list-style-type: none"> <li>● Learners with low vision observe pictures and photographs of different food we get from animals and name them. Learners with blindness listen to picture descriptions of different food we get from animals and name them.</li> <li>● Learners with low vision observe images of animals that provide food used at home or school. Learners with blindness are given verbal descriptions of animals that provide food used at home or school and name them.</li> <li>● Learners with low vision are guided to sort and group food items from animals while learners with blindness name food items from animals.</li> <li>● Learners listen to a resource person talk about ways of caring for animals.</li> <li>● In groups, learners discuss the importance of fair treatment of animals.</li> <li>● In groups learners discuss the importance of cleaning an animal shelter and present their findings in class.</li> <li>● Learners with low vision observe videos on ways of keeping an animal shelter clean while learners with blindness listen to audio clips on ways of keeping an animal shelter clean.</li> <li>● In groups, learners with low vision participate in cleaning animal shelters at home and wash their hands with soap and clean running water after cleaning the animal shelter. Learners with blindness</li> </ul>	Why should an animal stay in a clean place?

			to be given clear verbal descriptions of the cleaning process.	
<b>Core Competencies to be Developed:</b>				
Communication and collaboration: Learner develops speaking and listening skills when discussing importance of fair treatment of animals in groups.				
<b>Values:</b>				
Love: Learner develops empathy skills when feeding and cleaning animal shelter at home or school.				
<b>Pertinent and Contemporary Issues:</b>				
Social economic issues: Learner develops animal welfare awareness when participating in cleaning animal shelters at home.				
<b>Link to other Learning Areas:</b>				
Matching, sorting and grouping food items from animals draws the skills of sorting and grouping in Mathematics Activities.				
<b>Suggested learning resources</b>				
Approved support learning materials, local environment, flash cards, braille cards, pictures of different animals, digital devices with assistive technology, water, brooms, spade.				

### SUGGESTED ASSESSMENT RUBRIC

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify ways of storing water at home and school	Identifies 3 ways of storing water at home and school	Identifies 2 ways of storing water at home and school	Identifies 1 ways of storing water at home and school	Identifies 1 ways of storing water at home and school with assistance
Ability to conserve water for human and animal use	Conserves water for human and animal use using appropriate varied methods	Conserves water for human and animal use	Conserves water for human and animal use sometimes	Conserves water for human and animal use with assistance

<b>Level</b> <b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to carry out activities for caring of plants using locally available materials <i>(watering, manuring and mulching plants)</i>	Carries out watering, manuring and mulching plants using locally available materials	Carries out watering, manuring and mulching plants using locally available materials	Carries out watering, manuring or mulching plants sometimes using locally available materials	Carries out watering, manuring or mulching plants using locally available materials with assistance
Ability to identify animals as sources of food for human consumption	Identifies animals as sources of food for human consumption with a lot of details	Identifies animals as sources of food for human consumption	Identifies animals as sources of food for human consumption with minimal details	Identifies animals as sources of food for human consumption without details

## 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 LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

### **Suggested assessment methods**

- Observation
- Written test
- Oral questions
- Aural questions
- Peer assessment
- Self-assessment

### **Non-formal Activities that Support Learning**

- School routine activities such as cleaning, flag raising, worship activities
- Games and sports
- Clubs and societies