



**REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**PRE PRIMARY SCHOOL CURRICULUM DESIGN**

**ENVIRONMENTAL ACTIVITIES**

**PRE - PRIMARY 1**

**FOR LEARNERS WITH VISUAL IMPAIRMENT**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

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## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of basic education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The implementation of Competency Based Curriculum involves monitoring and evaluation to determine its success. After the five-year implementation cycle, a summative evaluation of the primary education cycle was undertaken to establish the achievement of learning outcomes as envisaged in the Basic Education Curriculum Framework. The Government of Kenya constituted a Presidential Working Party on Education Reforms (PWPER) in 2022 to address salient issues affecting the education sector. PWPER made far reaching recommendations for basic education that necessitated curriculum review. The recommendations of the PWPER, monitoring reports, summative evaluation of the primary cycle, feedback from curriculum implementers and other stakeholders led to rationalisation and review of the basic education curriculum.

The reviewed Pre-Primary one (PP1) curriculum design is the commencement of formal schooling in Pre-Primary Education. It focuses on pre literacy, pre numeracy, motor and cognitive development, and social and emotional skills.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the subjects as well as strands and Sub Strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics.

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 2017. Pre-Primary one is the foundation of learning in the reformed education structure as provided for in the Basic Education, Act, 2013.

The reviewed PP1 curriculum furthers learning already acquired at home (PP2). The curriculum provides opportunities for learners to acquire pre literacy and pre numeracy skills as they enjoy living and learning through play and to develop self -awareness, self-esteem and self-confidence. 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 PP1 curriculum designs 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 PP1 and prepare them for smooth transition to PP2. Furthermore, it is my hope that teachers will use the 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 PP1 curriculum designs were developed 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,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panellists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the PP1 curriculum designs. In relation to this, we 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 these designs. Finally, we are very grateful to the KICD Council Chairperson and other members of the Council for very consistent guidance in the process.

We assure all teachers, parents and other stakeholders that this curriculum design will effectively guide the implementation of the CBC at PP1 and preparation of learners for transition to PP2.

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

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

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

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

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernisation. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

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

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

- 4. Promote sound moral and religious values.**  
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- 5. Promote social equality and responsibility.**  
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- 6. Promote respect for and development of Kenya's rich and varied cultures.**  
Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- 7. Promote international consciousness and foster positive attitudes towards other nations.**  
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.
- 8. Promote positive attitudes towards good health and environmental protection.**  
Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.



## LESSON ALLOCATION FOR PRE-PRIMARY

<b>S/No</b>	<b>Activity Area</b>	<b>Number of Lessons per Week</b>
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
6.	Pastoral Instruction Programme	1
<b>Total</b>		<b>25</b>

## **LEVEL LEARNING OUTCOMES FOR PRE-PRIMARY EDUCATION**

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

- a) demonstrate basic literacy and numeracy skills for learning
- b) apply creative and critical thinking skills in problem solving
- c) practice appropriate etiquette for interpersonal relationships
- d) explore the immediate environment for learning and enjoyment
- e) demonstrate acquisition of physical, emotional, spiritual, aesthetic and moral development
- f) demonstrate appreciation of the country and its rich, diverse cultural heritage for harmonious living

## **ESSENCE STATEMENT**

Environmental activity area in pre-primary entails the study of the relationship between man and his environment. It comprises of; the local natural environment and its care, social relationships, health practices and safety. This provides opportunities for the learner to explore, experiment and interact with the immediate environment. This resonates with Vygotsky's social cultural development theory which asserts that learning is majorly a social activity. In addition, the learning area will provide opportunities for learner to acquire skills and knowledge to; enjoy learning, promote good health, safety, environmental conservation and appreciate rich cultural diversity. The pedagogies for pre-primary environmental activities are play-based and nature walk, where children naturally learn through play by engaging in and making sense of environment.

Further, this design has been adapted to 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. Social. The design has also incorporated alternative learning outcomes and activities in areas that pose challenges to learners with visual impairments such as photographs.

## **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of pre-primary one, the learner with visual impairment should be able to:

- a) observe proper hygiene and sanitation to promote good health,
- b) explore the immediate environment for learning, conservation and enjoyment,
- c) apply technological skills for learning and enjoyment within their local environment,
- d) demonstrate acquisition of social skills for interpersonal relationship,
- e) make appropriate choices for safe interaction with the immediate environment,
- f) appreciate the rich and diverse cultural heritage in the local environment.

## SUMMARY OF STRANDS AND SUB STRANDS

<b>STRANDS</b>	<b>SUB STRANDS</b>	<b>Suggested Number of Lessons</b>
1.0 MYSELF	1.1 Self-awareness	10
	1.2 External Body Parts	12
	1.3 Handwashing	10
	1.4 Brushing Teeth	10
2.0 MY FAMILY	2.1 Family Members	12
	2.2 Feeding	12
3.0 MY HOME	3.1 Utensils Used at Home	12
	3.2 Furniture Used at Home	10
4.0 MY NEIGHBOURHOOD	4.1 Classmates	10
	4.2 Friends	10
	4.3 Parts of a Plant	10
5.0 MY SCHOOL	5.1 My Class	10
	5.2 Care for My Class	12
	5.3 Cleanliness	14

**THEME 1: MYSELF**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question</b>
<b>1.0 Myself</b>	<b>1.1 Self awareness</b> (10 lessons)	By the end of the Sub Strand the learner should be able to: a) tell their names for identity, b) classify pictures of boys and girls for self-awareness, c) appreciate oneself for self-esteem.	<ul style="list-style-type: none"><li>● Learners are guided to mention own name to peers.</li><li>● Learners are guided to work with peers and group themselves according to boys and girls.</li><li>● Learners are guided to sing songs with peers about themselves.</li><li>● Learners are guided to identify self as either a boy or a girl.</li><li>● Learners with low vision are guided to sort and group pictures of boys and girls. Learners with blindness are given picture description to sort and group boys and girls.</li><li>● Learners with low vision use digital devices with assistive technology to watch video clips on boys and girls while learners with blindness use digital devices with assistive technology to listen to audio visual clips on boys and girls.</li></ul>	Why do people have names?

			<ul style="list-style-type: none"> <li>Learners with low vision are guided to colour drawn pictures of boys and girls. Learners with blindness are guided to model forms of boys and girls.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <p><b>Communication and Collaboration:</b> learner enhances speaking skills when telling stories to peers about themselves</p> <p><b>Self- efficacy:</b> learner knows more about self when teaming up with peers to group themselves according to boys and girls.</p>				
<p><b>Values:</b></p> <p><b>Respect:</b> learner enhances patience by waiting for the turn to tell own name.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Gender issues: Gender awareness is developed as a learner reads pictures that categorise boys and girls.</p>				
<p><b>Link to other learning area:</b></p> <p>Self-awareness as learners talk about their external body parts created in the image and likeness of God in Religious Activities</p>				
<p><b>Suggested Learning Resources</b></p> <p>Charts, picture cards , flash cards, braille cards, drawn pictures of boys and girls, glue, slate crayons, realia, coloured pencils, photos, dolls, tactile diagrams, digital devices with assistive technology.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<b>1.0 Myself</b>	<b>1.2 External body parts</b> <i>-head,</i> <i>-hands</i> <i>-legs</i>  <b>(12 lessons)</b>	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) name external body parts for self-awareness,</li> <li>b) identify external body parts for self-awareness,</li> <li>c) appreciate oneself for self-esteem.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to mention the external body parts such as head, hands, legs.</li> <li>● Learners with low vision are guided observe external body parts of self. Learners with blindness touch external body parts of self.</li> <li>● Learners are guided to touch external body parts of self.</li> <li>● Learners with low vision are guided to read pictures on external body parts from charts. Learners with blindness are guided to tactually read tactile images of external body parts.</li> <li>● In groups, learners are guided to recite poems about the external body parts.</li> <li>● In groups, learners are guided to sing songs on external body parts.</li> <li>● Learners with low vision are guided to manipulate digital devices with assistive technology to watch videos on external body parts while observing safety. Learners</li> </ul>	How can you identify body parts?

			<p>with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips of external body parts while observing safety.</p> <ul style="list-style-type: none"> <li>● Learners are guided to talk about external body parts.</li> <li>● Learners are guided to take turns in playing games involving mentioning of external body parts.</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Digital literacy: as learner manipulates digital devices to watch videos and listen to video clips on external body parts while observing safety.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● <b>Unity:</b> learner enhances fairness when taking turns in playing games on external body parts.</li> <li>● <b>Respect:</b> learner enhances respect to self and others when singing songs on external body parts.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  Developmental perspectives: learner develops self- awareness when naming external body parts of self</p>				
<p><b>Link to other learning area:</b>  The learner is able to relate the concept of using hands when creating images using finger painting technique in Creative Activities.</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards of body parts, flash cards, diagrams of external body parts, glue, crayons, balls, ropes, learners themselves, dolls, digital devices with assistive technology, tactile charts, models</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
1.0 Myself	1.3 Handwashing (10 lesson)	<p>By the end of the Sub Strand the learner should be able to;</p> <ol style="list-style-type: none"> <li>a) name items used for handwashing,</li> <li>b) wash hands for personal hygiene,</li> <li>c) appreciate the need to wash hands regularly.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to identify items used to wash hands such as <i>soap, water, towel, basin</i></li> <li>● Learners with low vision are guided to picture read items for handwashing while learners with blindness are guided to mention items for handwashing.</li> <li>● Learners with low vision are guided to sort and group pictures of handwashing items. Learners with blindness are guided to identify and group handwashing items.</li> <li>● Learners with low vision are guided to use digital devices with assistive technology to watch video clips on handwashing. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on handwashing.</li> <li>● Learners are guided to demonstrate washing hands. Learners with blindness are given one on one support accompanied by verbal descriptions on washing hands.</li> <li>● Learners are guided to practise washing hands.</li> <li>● Learners are guided to wash hands appropriately before eating and after visiting the toilet.</li> <li>● Learners are guided to sing songs and recite poems related to hand washing.</li> </ul>	How do we wash hands?

			<ul style="list-style-type: none"> <li>• Learners are guided to role play washing hands.</li> <li>• Learners with low vision colour drawn pictures of hand washing items. Learners with blindness are guided to model hand washing items.</li> </ul>	
<b>Core Competencies to be Developed:</b> <ul style="list-style-type: none"> <li>• Digital literacy: as learners use digital devices with assistive technology to watch and listen audio visual clips on handwashing</li> <li>• Learning to learn: learner relates items used to wash hands to personal hygiene practices.</li> </ul>				
<b>Values:</b> <ul style="list-style-type: none"> <li>• Unity: learner enhances cooperation when sharing available items used in handwashing.</li> <li>• Respect: learner nurtures respect when taking turns to wash hands</li> </ul>				
<b>Pertinent and contemporary issues:</b> Personal hygiene: learners wash hands appropriately before eating and after visiting the toilet.				
<b>Link to other learning area:</b> Handwashing activity relates with cleaning after carrying out leaf painting in Creative Activities				
<b>Suggested Learning Resources</b> Charts, picture cards, flash cards, braille cards, drawn pictures, glue, crayons, water, containers, soaps, hand towels, digital devices with assistive technology, plasticine				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Myself	<b>1.4 Brushing teeth</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 the items used to brush the teeth,</li> <li>b) brush teeth appropriately for personal hygiene,</li> <li>c) appreciate the need to brush their teeth.</li> </ol>	<ul style="list-style-type: none"> <li>• Learners are guided to talk about items used to brush teeth, (<i>tooth brush, chewed stick, tooth paste, salt, and water</i>).</li> <li>• Learners are guided to listen to a resource person talk about items that are used to clean teeth.</li> <li>• Learners with low vision are guided to identify the items used in brushing teeth (<i>tooth brush, chewed stick, tooth paste, salt, and water</i>). Learners with blindness are guided to tactually identify items used in brushing teeth (<i>tooth brush, chewed stick, tooth paste, salt, and water</i>).</li> <li>• Learners with low vision are guided to picture read items used to brush teeth. Learners with blindness are given picture description to identify items used to brush teeth.</li> <li>• Learners with low vision are guided to sort and group pictures of items used to brush teeth. Learners with blindness are guided to identify and group items used to brush teeth.</li> <li>• Learners with low vision are guided to manipulate digital devices with assistive technology to watch video</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we brush our teeth?</li> <li>2. Why do we brush our teeth?</li> </ol>

			<p>clips on brushing of teeth. Learners with blindness are guided to manipulate digital devices with assistive technology to listen to audio clips on brushing of teeth.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to observe pictures of people brushing teeth. Learners with blindness listen to picture description of people brushing teeth.</li> <li>• Learners are guided to demonstrate procedures of brushing teeth. Learners with blindness are given one on one support accompanied by verbal descriptions on procedures of brushing teeth.</li> <li>• Learners are guided to observe safety precautions when brushing teeth.</li> <li>• Learners are guided to role play brushing of teeth.</li> <li>• Learners are guided to talk about appropriate times for brushing teeth.</li> <li>• Learners are guided to sing songs related to care for teeth.</li> <li>• Learners with low vision are guided to colour drawn pictures of items used to brush teeth. Learners with blindness are guided to model items used to brush teeth.</li> </ul>	
<b>Core competencies to be developed</b>				

<ul style="list-style-type: none"> <li>• Self-efficacy: learner gains confidence when demonstrating procedures of brushing teeth.</li> <li>• Digital literacy: as learners manipulate digital devices to watch or listen to audio-visual clips on brushing of teeth.</li> </ul>
<b>Values:</b> Responsibility: learner observes safety precautions when brushing teeth.
<b>Pertinent contemporary issues:</b> Personal hygiene: learners practises brushing own teeth.
<b>Link to other learning area:</b> Routine brushing of teeth can be linked with concepts of time (routine activities) in Mathematical Activities
<b>Suggested Learning Resources</b> Charts, picture cards, flash cards, braille cards, drawn pictures of toothbrush, glue, crayons, water, containers, toothpaste, toothbrush, resource person, digital devices with assistive technology.

### 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 tell their name.	Tells their name fluently.	Tells their name.	Tells their name with hesitation.	Tells their name with struggles even after practice.
Ability to identify body parts.	Identifies 4 body parts	Identifies 3 body parts.	Identifies 2 body parts.	Identifies 1 body part.
Ability to use items for washing hands for personal hygiene.	Uses 4 items for washing hands for personal hygiene.	Uses 3 items for washing hands for personal hygiene.	Uses 2 items for washing hands for personal hygiene.	Uses 1 item for washing hands for personal hygiene.
Ability to brush teeth	Brushes teeth using all the 6 steps of the procedures of brushing teeth.	Brushes teeth using 4-5 steps of the procedures of brushing teeth.	Brushes teeth using 2-3 steps of the procedures of brushing teeth.	Brushes teeth using only 1 step of the procedures of brushing teeth.

<b>THEME 2: MY FAMILY</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>2.0 My Family</b>	<b>2.1 Family members</b> <ul style="list-style-type: none"> <li>● <i>father</i></li> <li>● <i>mother</i></li> <li>● <i>brothers</i></li> <li>● <i>sisters</i></li> <li>● <i>grandmothers</i></li> <li>● <i>grandfathers</i></li> </ul> <b>(12 lessons)</b>	By the end of Sub Strand the learner should be able to; <ol style="list-style-type: none"> <li>a) name family members living at home,</li> <li>b) identify the relationship among family members for harmonious living,</li> <li>c) appreciate family members for harmonious living.</li> </ol>	<ul style="list-style-type: none"> <li>● Learners are guided to mention family members at home.</li> <li>● Learners with low vision collaboratively picture read family members. Learners with blindness collaboratively listen to picture description of family members and talk about it.</li> <li>● Learners are guided to news tell about family members.</li> <li>● In groups, learners are guided to role play family members.</li> <li>● Learners with low vision use digital with assistive technology to watch videos clip of family members found at home. Learners with blindness use digital devices with assistive technology to listen to audio clips of family members.</li> <li>● Learners with low vision</li> </ul>	Why do we have family members at home?

			<p>colour pictures of people at home.</p> <ul style="list-style-type: none"> <li>● Learners are guided to model family members at home.</li> <li>● In groups, learners are guided to recite poems about family members found at home.</li> <li>● In groups, learners are guided to sing songs of family members found at home.</li> <li>● In groups, learners are guided to talk about the relationship among family members for harmonious living.</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Self-efficacy: learner develops confidence when identifying family members.  Communication and Collaboration: learner develops teamwork skills when role playing family members.</p>				
<p><b>Values:</b>  Patriotism: learner enhances citizenship when news talking about family members.  Peace: learner enhances harmonious relationship when role playing about family members.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Social cohesion: learner recites poems and sings songs about family members found at home.  Gender issues: learner enhances gender awareness when role playing about family members.</p>				
<p><b>Link to other learning areas:</b>  Family members relates to family members when learning about creation in Religious Activities.</p>				

**Suggested Learning Resources**

Charts, picture cards, tactile diagrams, models of family members, flashcards, photos, drawn pictures, glue, crayons, stickers, pencils, clay, digital devices with assistive technology and plasticine, braille writing materials and equipment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>2.0 My Family</b>	<b>2.2 Feeding</b> (12 lessons)	By the end of the Sub Strand the learner should be able to: a) name food eaten at home, b) observe feeding habits while eating, c) appreciate different foods eaten by family members.	<ul style="list-style-type: none"><li>• Learners are guided to identify and name varieties of food eaten at home.</li><li>• Learners with low vision observe pictures foods eaten at home in a print material. Learners with blindness listen to picture description of foods eaten at home.</li><li>• Learners are guided to wash hands before eating.</li><li>• Learners are guided to feed self appropriately using clean hands.</li><li>• In groups, learners are guided to role play and appropriate feeding habits (<i>eating while sitting, chewing while mouth is closed, avoiding talking while eating, finishing portions of food served</i>).</li><li>• Learners are guided to observe table manners.</li><li>• Learners are guided to talk about</li></ul>	How do we eat?



			<p>appropriate feeding habits.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to colour pictures of different types of foods while learners with blindness are guided to model different types of foods.</li> <li>• In groups, learners are guided to recite poems on feeding.</li> <li>• In groups, learners are guided to discuss the dangers of eating food from someone's mouth.</li> <li>• Learners with low vision use digital devices with assistive technology to watch videos on feeding habits. Learners with blindness use digital devices with assistive technology to listen to audio clips on feeding habits.</li> <li>• In groups, learners are guided to sing songs about feeding.</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Self-efficacy: learner develops confidence when is he or she is able to feed self-using clean hands appropriately.  Communication and Collaboration: learner speaks clearly and effectively when naming different foods.</p>				
<p><b>Values:</b>  Respect: as learner respect others opinions while talking about appropriate feeding habits.</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Preventive health: learner enhances nutrition when feeding self appropriately.</li> <li>• Financial literacy: learner finishes food as an appropriate feeding habit.</li> </ul>				
<p><b>Link to other learning areas:</b>  Feeding item can be used when doing matching and pairing feeding objects in Mathematical Activities</p>				

**Suggested Learning Resources**

Charts, picture cards, clay, flash cards, drawn pictures of plate, spoon and food, glue, crayons, water containers, realia (plate, spoon), coloured pencils, fruits, digital devices with assistive technology, different types of food, braille writing materials and equipment.

**Suggested Assessment Rubrics**

<b>Level Indicator</b>	<b>Exceeds expectations.</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to name family members.	Names 6 family members.	Names 4 to 5 family members	Names 2 to 3 family members	Names 1 family members
Ability to observe feeding habits.	Observes 4 proper feeding habits	Observes 3 feeding habits	Observes 2 feeding habits	Observes 1 feeding habit

**THEME 3: MY HOME**

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p><b>3.0 My Home</b></p>	<p><b>3.1 Utensils used at home</b>  (12 lessons)</p>	<p>By the end of Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) mention utensils used at our home,</li> <li>b) identify utensils used at our home according to their functions,</li> <li>c) observe safety measures when handling utensils at home,</li> <li>d) appreciate the use of utensils at our home,</li> </ul>	<ul style="list-style-type: none"> <li>● Learners are guided to observe pictures of utensils used at home. Learners with blindness are guided to manipulate utensils used at home.</li> <li>● Learners are guided name utensils used at home.</li> <li>● Learners with low vision are guided to sort and group utensils used at home in groups. Learners with blindness are guided to identify and group utensils used at home.</li> <li>● Learners with low vision are guided to read pictures of utensils used at home. Learners with blindness listen to verbal description of utensils used at home.</li> <li>● Learners are guided to handle utensils used at home properly.</li> <li>● Learners with low vision are guided to match pictures of utensils found at home. Learners with blindness are guided to identify and match real utensils found at home.</li> </ul>	<p>Why do we have utensils at home?</p>

			<ul style="list-style-type: none"> <li>• Learners with low vision are guided to colour pictures of utensils used at home. Learners with blindness model utensils used at home.</li> <li>• In groups, learners are guided to sing songs about utensils used at home.</li> <li>• In groups, learners are guided to model utensils used at home.</li> <li>• In groups learners are guided to trace pictures of utensils used at home. Learners with blindness manipulate utensils used at home to feel their forms.</li> <li>• Learners with low vision are guided to join dots of pictures of utensils found at home. Learners with blindness model utensils found at home.</li> <li>• Learners with low vision are guided to use digital devices with assistive technology to watch video clips of utensils used at home. Learners blindness are guided to use digital devices with assistive technology to listen audio clips on utensils used at home.</li> </ul>	
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**Core Competencies to be Developed:**

- Creativity: as learner model or colour utensils used at home.
- Communication and Collaboration: learner uses appropriate expression and gestures when singing songs about utensils used at home.
- Digital literacy: learner uses digital devices with assistive technology to watch\listen to audio clips on utensils used at home.

**Values:**

- Responsibility: learner properly handles utensils used at home.
- Unity: learner enhances cooperation when sharing pictures of utensils found at home.

<p><b>Pertinent and Contemporary Issues:</b> Safety: learner develops responsibility for self when handling utensils found at home</p>
<p><b>Link to other learning areas:</b> Utensils used at home relates to concepts of sorting and grouping objects according to size in Mathematical Activities.</p>
<p><b>Suggested Learning Resources</b> Charts, picture cards, tactile diagrams, flash cards, photos, drawn pictures, crayons, pencils, clay, plasticine, realia (plates, cups, spoons), braille writing materials and equipment.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
3.0 My Home	3.2 Furniture at Home  (10 lessons)	By the end of Sub Strand the learner should be able to: a) identify furniture found at home, b) observe safety measures when using furniture at home, c) appreciate the furniture used at home.	<ul style="list-style-type: none"> <li>● In groups, learners are guided to talk about furniture used at home (<i>chair, table, stool, bed, cupboard, shelves</i>),</li> <li>● Learners with low vision observe drawn pictures of furniture used at home. Learners with blindness are guided to manipulate furniture used at home.</li> <li>● Learners with low vision picture read furniture used at home. Learners with blindness listen to verbal description of furniture used at home.</li> <li>● Learners with low vision colour furniture used at home. Learners with blindness are guided to model furniture used at home.</li> <li>● Learners with low vision are guided to join dots of furniture used at home. Learners with low vision are guided to model furniture used at home.</li> <li>● Learners are guided to model furniture</li> </ul>	Why do we have furniture at home?

			<p>used at home.</p> <ul style="list-style-type: none"> <li>● Learners are guided to care and handle furniture used at home appropriately.</li> <li>● Learners with low vision are guided to use digital devices with assistive technology to watch video clips on furniture used at home. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on furniture used at home.</li> <li>● In groups, learners are guided to sing songs about furniture used at home.</li> <li>● Learners are guided to play singing games on furniture used at home.</li> </ul>	
<p><b>Core Competencies to be Developed:</b></p> <p>Communication and Collaboration: learner speaks clearly and effectively when naming the furniture used at home.</p> <p>Learning to learn: learner learns independently when reading pictures of furniture or manipulating furniture used at home.</p>				
<p><b>Values:</b></p> <p>Responsibility :as learner cares and handles furniture used at home appropriately</p> <p>Integrity: learner enhances self-discipline when using furniture used at home</p>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Disaster risk reduction: learner observes safety precautions when handling and taking care of furniture used at home</p>				
<p><b>Link to other learning area:</b></p> <p>Furniture at home relate to sides of objects in Mathematical Activities</p>				
<p><b>Suggested Learning Resources</b></p> <p>Charts, picture cards, flash cards, drawn pictures of chair, table, stool etc, glue, crayons, realia, photos, coloured pencils, 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 identify utensils	Identifies 4 utensils.	Identifies 3 utensils.	Identifies 2 utensils.	Identifies 1 utensil.
Ability to identify furniture	Identifies 6 furniture.	Identifies 4 to 5 furniture.	Identifies 2 to 3 furniture.	Identifies 1 furniture.

<b>THEME 4: MY NEIGHBOURHOOD</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>4.0 My Neighbourhood</b>	<b>4.1 My classmates</b>  (10 lessons)	By the end of the Sub Strand, the learner should be to: a) name the classmates as neighbours for interpersonal relationships, b) identify the classmates by names for harmonious living, c) appreciate their classmates as their neighbours.	<ul style="list-style-type: none"> <li>• Learners are guided to mention classmates as immediate neighbours.</li> <li>• Learners are guided to talk about classmates as neighbours.</li> <li>• Learners are guided to talk about classmates on what they can do.</li> <li>• In groups, learners sing songs about classmates as neighbours.</li> <li>• In groups, learners play appropriate games with classmates.</li> <li>• Learners with low vision are guided are guided to use digital devices with assistive to watch video clips of classmates playing</li> </ul>	Why do we have neighbours?

			<p>together. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips with description of classmates playing together.</p> <ul style="list-style-type: none"> <li>• Learners are guided to pray together as classmates.</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Citizenship: learner develops relationships when playing games harmoniously with classmates.  Communication and collaboration: learner plays and prays with classmates.</p>				
<p><b>Values:</b>  Love: learner portrays a caring attitude when sharing play materials with classmates.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  Social cohesion: learner enhances kindness and friendliness when playing games with classmates.</p>				
<p><b>Link to other learning area:</b>  Friends as our neighbours relates to the concept of loving our neighbours in Religious Activities</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards, drawn pictures, glue, crayons, realia, photos, coloured pencils, school environment, learners, digital devices with assistive technology.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 My Neighbourhood	4.2 My friends (10 lessons)	By the end of Sub Strand, the learner should be able to; a) name their friends as neighbours, b) use courteous words when interacting with their friends, c) appreciate their friends as neighbours.	<ul style="list-style-type: none"> <li>• Learners are guided to identify friends as neighbours.</li> <li>• Learners are guided to news tell about friends as neighbours.</li> <li>• Learners are guided to talk about courteous words with friends (thank you, sorry, excuse me).</li> <li>• Learners are guided to name situations where courteous words are used.</li> <li>• In groups, learners are guided to practise use of courteous words in incidental learning to reinforce etiquette.</li> <li>• In groups, learners are guided to team up to practice use of courteous words.</li> <li>• In groups, learners are guided to play appropriate games with friends to show use of courteous words.</li> <li>• Learners are guided to sing songs with friends about use of courteous words.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we use courteous words?</li> <li>2. Why do we use courteous words?</li> </ol>
<p><b>Core Competencies to be developed:</b> Citizenship: learner develops peer learning when talking about their friends</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: learner develops caring habit when using courteous words.</li> </ul>				

- Peace: learner enhances empathy when practising the use of courteous words.

**Pertinent and Contemporary Issues:**

**Social cohesion:** learner develops values in life when singing songs together.

**Developmental perspectives:** learner learns to cope with emotions when playing together with friends.

**Link to other learning area:**

Courteous words can be used by learners when learning about polite words in Language Activities.

**Suggested Learning Resources**

Charts, picture cards , flash cards, braille cards, drawn pictures, glue, crayons, realia, photos, coloured pencils, digital devices with assistive technology.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<b>4.0 My Neighbourhood</b>	<b>4.3 Parts of a plant</b> <ul style="list-style-type: none"> <li>• <i>Flower</i></li> <li>• <i>Leaf</i></li> </ul> <p>(10 lessons)</p>	<p>By the end of Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) name parts of a plant in the immediate environment,</li> <li>b) identify parts of a plant in the immediate environment,</li> <li>c) take care of the plant in the immediate environment,</li> <li>d) Appreciate the importance of plants in the immediate environment.</li> </ol>	<ul style="list-style-type: none"> <li>• In groups, learners are guided to talk about parts of a plant in the immediate environment.</li> <li>• Learners are guided touch and manipulate parts of a plant in the local environment.</li> <li>• In groups, learners are guided to recite poems about parts of a plant.</li> <li>• Learners with low vision are guided to picture read parts of plant from charts. Learners with blindness are given verbal description of parts of</li> </ul>	<p>Why do we have plants?</p>

			<p>plants.</p> <ul style="list-style-type: none"> <li>• Learners with low vision colour drawn pictures of flowers and leaves. Learners with blindness model different forms of flowers and leaves.</li> <li>• In groups, learners are guided to mount flowers and leaves on charts. Learners with blindness are given one on one demonstration during the mounting activity.</li> <li>• In groups, learners are guided to display mounted pictures of flowers and leaves on the wall.</li> <li>• Learners with low vision are guided to sort and group leaves and flowers of different colours. Learners with blindness are guided to identify different forms of leaves and flowers and group them.</li> <li>• Learners with low vision are guided to paste picture cut outs of flowers and leaves. Learners with blindness manipulate picture cut outs of flowers and leaves.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• In groups, learners are guided to sing songs on parts of plant.</li> <li>• Learners are guided to plant seeds in the environmental corner. Learners with blindness are given one on one demonstration during the planting activity.</li> <li>• In groups, learners are guided to talk about how to take care of plants in the environmental corner.</li> <li>• Learners are guided to water plants in the immediate environment. Learners with blindness are given one on one demonstration during the watering activity.</li> <li>• Learners with low vision are guided to use digital devices with assistive technology to watch and listen to videos on parts of a plant. Learners with blindness are guided to use digital devices with assistive technology to listen audio clips on parts of a plant.</li> <li>• Learners are guided to play appropriate games involving mentioning of parts of a plant.</li> </ul>	
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<p><b>Core competencies to be developed</b></p> <p>Learning to learn: learner develops exploration when manipulating parts of a plant.</p> <p>Digital literacy : learner gains digital literacy skills as they watch and listen to audio visual clips on parts of a plant from digital devices.</p>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: learner enhances sharing when using pasting materials.</li> <li>• Responsibility: learner enhances accountability when displaying mounted pictures of flowers on the wall</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Environmental education: learner enhances environmental awareness as they identify parts of plants.</p>
<p><b>Link to other learning area:</b></p> <p>Plants can be used as a concrete object during counting in Mathematical Activities</p>
<p><b>Suggested Learning Resources</b></p> <p>Charts, picture cards of flowers, flash cards, drawn pictures of flowers and leaves, embossed flowers and leaves, glue, crayons, realia, photos, coloured pencils, slates, flowers, school environment, digital devices with assistive technology.</p>

### Suggested Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify classmates and friends ( <i>a learner can give details about the classmates and friends</i> )	Identifies 10 classmates and friends always	Identifies 6-9 classmates and friends	Identifies 3-5 classmates and friends	Identifies 1-2 classmates and friends
Ability to use courteous words in appropriate contexts	Uses 3 courteous words always in appropriate contexts.	Uses 2 courteous words in appropriate context.	Uses 1 courteous word in appropriate contexts.	Uses 1 courteous words inappropriately.
Ability to identify parts of the plant	Identifies parts of the plant always	Identifies parts of the plant	Identifies parts of the plant sometimes	Identifies parts of the plant rarely

<b>THEME 5: MY SCHOOL</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Questions</b>
<b>5.0 My School</b>	<b>5.1 My class</b> (10 lessons)	By the end of Sub Strand, the learner should be able to: a) name the class teacher for identification, b) identify items found in class, c) care for items found in class, d) make classroom rules for harmonious living, e) take pleasure in handling the items in class.	<ul style="list-style-type: none"> <li>• Learners are guided mention the name the class teacher.</li> <li>• Learners are guided to collaboratively sing songs with peers about their class teacher.</li> <li>• In groups, learners are guided to recite a poem about own class teacher.</li> <li>• Learners with low vision are guided to observe items found in class. Learners with blindness listen to verbal description of items found in class.</li> <li>• Learners with low vision are guided to touch items found in class. Learners with blindness manipulate items found in class.</li> <li>• Learners are guided to name items found in class.</li> <li>• Learners with low vision are guided to picture read items found in class. Learners with blindness are given verbal description of items found in</li> </ul>	How do we care for items in the class?

			<p>class.</p> <ul style="list-style-type: none"><li>• In groups, learners are guided to talk about the items found in class.</li><li>• In groups, learners are guided to recite poems about items found in class.</li><li>• Learners are guided to sing song about items found in class.</li><li>• Learners are guided to use a digital device with assistive technology to listen to songs about items found in class.</li><li>• In groups, learners are guided to talk about how to take care of different items found in class.</li><li>• Learners are guided to team up with peers to take care of items found in class.</li><li>• Learners are guided to observe classroom rules.</li><li>• Learners are guided to talk about classroom rules.</li><li>• Learners are guided to play appropriate games in class while observing safety.</li><li>• Learners with low vision use digital devices with assistive technology to watch videos of</li></ul>	
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			<p>various items found in class. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips of various items found in class.</p>	
<p><b>Core Competence to be developed:</b>          Citizenship: A learner develops good governance when talking about classroom rules.          Digital literacy : Learners use a digital device with assistive technology to listen to songs about items found in class.</p>				
<p><b>Values:</b>          Unity: learner teams up with peers to take care of items found in class.</p>				
<p><b>Pertinent and Contemporary Issues:</b>          Leadership: learner enhances participation as they take part in choosing class leaders.</p>				
<p><b>Link to other learning area:</b>          Items found in class such as pencils can be used for scribbling in Creative Activities</p>				
<p><b>Suggested Learning Resources</b>          Charts, picture cards of table, desk, pencil, flash cards, drawn pictures of desks, table, books, glue, crayons, realia of desks, table, chairs, shelves, books, modelling clay, photos, coloured pencils.</p>				



Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 My School	<b>5.2 Care for my Class</b>  (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) name items used for cleaning a class, b) identify items used for cleaning a class, c) dispose of litter appropriately, d) appreciate learning in a clean environment	<ul style="list-style-type: none"> <li>● Learners with low vision are guided to picture read items used for cleaning a class. Learners with blindness listen to verbal description on items used for cleaning a class.</li> <li>● Learner with is guided to observe items used for cleaning a class. Learners with blindness is guided to manipulate items used for cleaning.</li> <li>● Learners with low vision are guided to use digital devices with assistive technology to view video clips showing items used for cleaning a class. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on items used for cleaning a class.</li> <li>● Learners with low vision are guided is guided to colour items used for cleaning a class. Learners with blindness is guided to model items used for cleaning a class.</li> <li>● Learners are guided to sing songs on items used for cleaning the class.</li> <li>● In groups, learners are guided to recite poems on items used for cleaning the class.</li> <li>● Learners are guided to role play on various ways of cleaning the class.</li> <li>● Learners are guided to improvise dustbin</li> </ul>	How do we care for our class?

			<p>using available materials. Learners with blindness be provided with one on one demonstration.</p> <ul style="list-style-type: none"> <li>● Learners are guided to work with peers to collect litter and dispose it of appropriately.</li> </ul>	
<p><b>Core Competence to be developed:</b>  Critical thinking and problem solving: learner develops creativity as they improvise dustbins.  Communication and collaboration: as learner works collaboratively in groups as they share items used for cleaning the class.</p>				
<p><b>Values:</b>  Unity: learner develops cooperation when picture reading and manipulating realia of the items used for cleaning the class.  Responsibility: learner observes safety precautions as they collect litter and dispose appropriately.</p>				
<p><b>Pertinent and Contemporary Issues:</b>  <b>Health Promotion Issues:</b> as learner collects litter in class and dispose of them appropriately to avoid communicable diseases.</p>				
<p><b>Link to other learning area:</b>  Care for class relates to care for painting materials and products in Creative Activities</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards of dust bin, broom, flash cards, braille cards, drawn pictures of desks, broom etc, water containers, mop or rug, glue, crayons, realia, photos, coloured pencils and digital devices with assistive technology.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 My School	<b>5.3 Cleanliness and Toileting</b>  (14 lessons)	By the end of Sub Strand the learner should be able to; a) identify toilet facilities in the school, b) use toilet facilities for personal hygiene, c) appreciate the need to use a clean toilet for personal hygiene.	<ul style="list-style-type: none"> <li>● Learners are guided to talk about sanitation facilities in the school.</li> <li>● Learners are guided to name the toilet facilities in the school compound.</li> <li>● Learners are guided to talk about how to express the urge for toileting.</li> <li>● Learners are guided to practise seeking permission to go to the toilet.</li> <li>● In groups, learners demonstrate on how to clean themselves after toileting.</li> <li>● Learners are guided to clean themselves using toilet paper or water.</li> <li>● Learners are guided to observe safety precautions when using toilet facilities.</li> <li>● Learners are guided to role play the use of sanitary facilities.</li> <li>● Learners are guided to use games to practise the use of toileting facilities.</li> <li>● In groups, learners are guided to</li> </ul>	How do we use toilet facilities?

			<p>talk about the need to use clean toilet/ latrine for personal hygiene.</p> <ul style="list-style-type: none"> <li>• Learners with low vision are guided to use digital devices with assistive technology to watch a video clip on appropriate use of toilet facilities. Learners with blindness are guided to use digital devices with assistive technology to listen to audio clips on appropriate use of toilet facilities.</li> </ul>	
<p><b>Core Competencies to be Developed:</b>  Communication and collaboration: learner speaks clearly and effectively while talking about sanitation facilities.  Self-efficacy: learner develops self-awareness skills as they know who they are while expressing the urge for toileting.</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Respect: learner enhances humility while seeking permission to go to the toilet.</li> <li>• Responsibility: learner enhances self-drive when observing safety precaution while using toilets.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b>  Health promotion issues: learner maintains personal hygiene as they use a clean toilet or latrine appropriately.</p>				
<p><b>Link to other learning area:</b>  Toileting can be used when learning ordering and sequencing in Mathematical Activities</p>				
<p><b>Suggested Learning Resources</b>  Charts, picture cards of toilet facilities, flash cards, drawn pictures of toilet facilities, glue, crayons, realia, photos, coloured pencils, school environment, digital device with assistive technology</p>				

**Suggested Assessment Rubrics**

<b>Level</b> <b>Indicator</b>	<b>Exceeds expectations</b>	<b>Meets expectations</b>	<b>Approaches expectations</b>	<b>Below expectations</b>
Ability to identify items found in class	Identifies 4 items found in class	Identifies 3 items found in class	Identifies 2 items found in class	Identifies 1 item found in class
Ability to dispose off litter appropriately	Disposes off litter appropriately always	Disposes off litter appropriately	Disposes off litter appropriately sometimes	Disposes off litter appropriately rarely

## APPENDIX I: COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION

At this 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>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></ul> <p>Assess the targeted core competencies, values and subject skills.</p>

### **3) Reflection on the CSL Activity**

Conduct a self-evaluation session with learners on the integrated CSL activity undertaken by discussing the following:

- what went well and why
- what did not go well and why,
- what can be done differently next time
- what they have learnt.

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. The teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a linkage between the skills from the learning areas and the themes.

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasized in the activity yearly.

### **ASSESSMENT OF THE COMMUNITY SERVICE-LEARNING 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 Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> <li>• Approved curriculum support materials</li> <li>• Resources from local Environment (home and school)</li> <li>• Stationery</li> <li>• Digital devices</li> <li>• Manilla Papers</li> <li>• Drawing materials</li> <li>• Clay soil/ plasticine</li> <li>• Water</li> <li>• Plastic bottles</li> <li>• Pictures or picture cut outs /Newspaper cuttings/Photographs</li> <li>• Flash Cards</li> <li>• Charts</li> <li>• Crayons</li> <li>• Realia</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Aural questions</li> <li>• Oral question</li> <li>• Written tests</li> <li>• Self-assessment</li> <li>• Peer assessment</li> <li>• Projects</li> </ul>
<p><b>Assessment Tools</b></p> <ul style="list-style-type: none"> <li>• Observation schedule</li> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> <li>• Questionnaires</li> <li>• Project</li> <li>• Journals</li> <li>• Portfolio</li> <li>• Oral or Aural Questions</li> <li>• Learner’s profile</li> </ul>	



- Anecdotal Records
- Written Assessment

**Non formal Activities that support learning**

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