



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**  
A skilled and Ethical Society

## **PRE PRIMARY SCHOOL CURRICULUM DESIGN**

### **ENVIRONMENTAL ACTIVITIES**

#### **PREPRIMARY II**

First Published in 2017

Revised 2024

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed, in any form or by any means, electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN:**

Published and printed by Kenya Institute of Curriculum Development

## TABLE OF CONTENTS

<b>NATIONAL GOALS OF EDUCATION</b> .....	<b>iv</b>
<b>LESSON ALLOCATION FOR PRE-PRIMARY</b> .....	<b>vi</b>
<b>LEVEL LEARNING OUTCOMES FOR PRE PRIMARY EDUCATION</b> .....	<b>vi</b>
<b>ESSENCE STATEMENT</b> .....	<b>vi</b>
<b>SUBJECT GENERAL LEARNING OUTCOMES</b> .....	<b>vii</b>
<b>THEME: MYSELF</b> .....	<b>1</b>
<b>THEME: OUR FAMILY</b> .....	<b>9</b>
<b>THEME: OUR HOME</b> .....	<b>13</b>
<b>THEME: OUR NEIGHBOURHOOD</b> .....	<b>19</b>
<b>THEME: OUR SCHOOL</b> .....	<b>25</b>
<b>COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&amp;2 AND GRADE 1-3)</b> .....	<b>35</b>
<b>ASSESSMENT OF THE CSL ACTIVITY</b> .....	<b>38</b>
<b>CSL AT UPPER PRIMARY (GRADE 4-6)</b> .....	<b>38</b>
<b>ASSESSMENT OF THE CSL ACTIVITY</b> .....	<b>41</b>

## **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 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 instil 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 competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

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

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

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

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

**4 Promote sound moral and religious values**

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

**5. Promote social equity and responsibility**

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

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

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

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

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

**8. Good health and environmental protection**

Education should inculcate in the learner the value of physical and psychological well-being for self and others. It should promote environmental preservation and conservation, including animal welfare for sustainable development.

## LESSON ALLOCATION FOR PRE-PRIMARY

S/No	Activity Learning Area	Number of Lessons per Week
1.	Language Activities	5
2.	Mathematical Activities	5
3.	Creative Activities	6
4.	Environmental Activities	5
5.	Religious Activities	3
	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.

### **SUBJECT GENERAL LEARNING OUTCOMES**

By the end of pre-primary education, the learner 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) appreciate the rich and diverse cultural heritage in the local environment,
- f) make appropriate choices for safe interaction with the immediate environment.

<b>THEME: MYSELF</b>				
<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>1.0 Myself</b>	<b>1.1 External Body Parts</b>  (10 lessons)	By the end of the sub strand, the learner should be able to: a) name the external body parts for self-awareness, b) identify the external body parts for self-awareness, c) appreciate one's body part for self-esteem.	The learners is guided to: <ul style="list-style-type: none"> <li>● mention external body parts (<i>head, mouth and nose</i>),</li> <li>● recite poems on body parts,</li> <li>● sing songs about body parts,</li> <li>● story telling about external body parts,</li> <li>● picture reading the external body parts,</li> <li>● draw the external body parts,</li> <li>● play games on body parts,</li> <li>● model the external body parts,</li> <li>● tear along the pictures of external body parts,</li> <li>● paste cut out pictures of external body parts,</li> <li>● watch video clips of external body parts while observing safety.</li> </ul>	Why do we have body parts?
<b>Core Competencies to be developed:</b>				
<ul style="list-style-type: none"> <li>● Communication and Collaboration: learners speak clearly when naming external body parts</li> <li>● Learning to learn: learners share learnt knowledge as they story tell about external body parts</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Integrity: learners utilise resources prudently as they paste cut out pictures of external body parts</li> </ul>				



- Peace: learners respect others when playing games on body parts

**Pertinent and Contemporary Issues:**

- Developmental perspectives: learners develop self - awareness as they name external body parts
- Citizenship: learners acknowledge themselves as they identify body parts

**Link to other learning area:** Body parts for example mouth, can be used when articulating letter sounds in Language Activities.

**Resources**

Charts, picture cards , flash cards, crayons, coloured pencils, photos, diagrams of external body parts, children themselves, video clips.

**Assessment tools**

Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.2 Uses of Body Parts</b>  (12 lessons)	By the end of the sub strand, the learner should be able to:	Learners are guided to: <ul style="list-style-type: none"> <li>• recognize external body parts (<i>mouth, eyes and ears</i>),</li> <li>• touch as they name body parts,</li> <li>• watch videos of external body parts,</li> </ul>	How do we use body parts?

		<p>a) identify body parts for familiarization,</p> <p>b) tell the uses of body parts for self-awareness,</p> <p>c) appreciate one's body parts for self-esteem.</p>	<ul style="list-style-type: none"> <li>● observe different pictures depicting people performing various actions and which body parts are in use,</li> <li>● name the uses of body parts,</li> <li>● recite poems about uses of the body parts,</li> <li>● sing songs on uses body parts,</li> <li>● play games as they mention uses of body parts,</li> <li>● discuss about the uses of body parts in groups,</li> <li>● news tell on the uses of body parts,</li> <li>● role play on the uses of body parts.</li> </ul>	
<p><b>Core Competencies to be developed:</b> Self- efficacy: learners know who they are as they role play on uses of body parts</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: learners develop love as they share playing materials</li> <li>● Peace : care as they respect self and others when singing songs on uses of body parts</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b> Developmental perspectives: learners develop self - awareness as they name external body parts.</p>				
<p><b>Link to other learning area:</b> Body parts for example ear, can be used when listening to stories and news telling in Language activities.</p>				

<b>Resources</b>	<b>Assessment tools</b>
charts, picture cards , flash cards, drawn pictures, crayons, children themselves, coloured pencil, photos, video clips.	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>1.3 Cleaning Nose</b> (5 lessons)	By the end of the sub strand, the learner should be able to: a) name the items used to clean the nose in and out of school, b) wipe the nose appropriately, c) acknowledge the need to clean the nose appropriately.	The learner is guided to: <ul style="list-style-type: none"> <li>● mention the items used to clean the nose,</li> <li>● Identifying items used to clean the nose,</li> <li>● sing songs on cleaning nose,</li> <li>● recite poems about cleaning the nose,</li> <li>● use a clean handkerchief,</li> <li>● draw and colour handker</li> <li>● practice wiping their nose,</li> <li>● cover their nose while sneezing,</li> <li>● discuss the importance of cleaning the nose using a clean handkerchief,</li> <li>● observe videos clips on cleaning the nose,</li> <li>● improvise a handkerchief.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we clean our nose?</li> <li>2. Why do we clean our nose?</li> </ol>

<b>Core Competencies to be developed:</b>				
Critical thinking and problem solving: as learner improvise handkerchief				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Responsibility: learner enhances self- drive as they use clean handkerchief</li> <li>• Respect: learner enhance etiquette as they clean their nose</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Personal hygiene: as they clean their nose				
<b>Link to other learning area:</b>				
Items used to clean the nose can be used in measurement where learners cover surfaces using handkerchief in Mathematical Activities.				

<b>Resources</b>	<b>Suggested assessment tools</b>
water, handkerchief, pictures depicting cleaning of the nose, pieces of clean old clothes, video clips.	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>1.4 Dressing</b> (12 lessons )	By the end of the sub strand, the learner should be able to: a) name clothes worn in and out of school, b) dress and undress in and out school according to different weather conditions, c) put on shoes properly in and out of school, d) value one's clothes for self-esteem.	The learner is guided to: <ul style="list-style-type: none"> <li>● identify clothes worn in and out of school,</li> <li>● talk about clothes worn in and out of school in groups,</li> <li>● sort and group clothes worn in and out of school according to different weather conditions,</li> <li>● view video clips on clothes worn in and out of school,</li> <li>● read pictures of clothes worn in and out of school,</li> <li>● colour pictures of clothes,</li> <li>● dress and undress dolls.</li> <li>● practice putting on clothes(<i>sweater, jackets, shirts, shorts, skirts, blouses</i>),</li> <li>● button and unbutton shirts and blouses,</li> <li>● Zip and unzip,</li> <li>● practice putting on shoes and socks,</li> <li>● tying shoe laces,</li> <li>● sing songs about clothes in and out of school,</li> </ul>	How do we dress on clothes?

			<ul style="list-style-type: none"> <li>recite poems about clothes worn in and out of school.</li> </ul>	
<b>Core Competencies to be developed:</b> Learning to learn: learners learn independently as they dress and undress dolls.				
<b>Values:</b> Unity: learners cooperate as they talk in groups about clothes worn in and out of school.				
<b>Pertinent and Contemporary Issues:</b> Child's rights: learners understand their rights as they value one's clothes				
<b>Link to other learning area:</b> Dressing and undressing dolls as they learn sorting and grouping clothes worn according to weather conditions in Mathematical activities.				

<b>Resources</b>	<b>Suggested assessment tools</b>
charts, flash cards, drawn pictures of clothes, photos, doll, shirt, shorts, blouses, shoes, socks, dress.	Observation schedule, Checklist, Oral questions and Portfolio

### Assessment Rubrics

Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to name external body part	Name external body part, identify their uses and	Name body part and identify their uses	Name all external body parts and fails to remember all the	Name external body parts and fail to name all while misses out uses of external body parts

and identify their uses	mention other parts of the body		uses of external body parts	
Ability to name items used to clean nose and wipe the nose	Name items used to clean nose, how to wipe the nose and explain the reasons	Name items used to clean nose and able to wipe the nose	Name all items used to clean nose and able to wipe the nose on rare occasion	Name items used to clean nose and fail to name all while struggles to wipe the nose
Ability to dress and undress	Dress and undress and provides clearly understanding of other details	Dress and undress	Dress all the time and once in a while unable to undress	Dress occasionally and has difficulties to undress
Ability to put on shoes properly and tie shoe laces	Put on shoes, tie shoe laces with creativity	Put on shoes properly and tie shoe laces	Put on shoes all the time while misses out tying shoe laces	Put on shoes while confuses the sides and fails to tie shoe laces

**THEME: OUR FAMILY**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>2.0 Our Family</b>	<b>2.1 Food Eaten</b> (10 lessons )	By the end of the sub strand, the learner should be able to: a) name types of food eaten by family members, b) identify different types of foods for healthy living, c) Observe table manners when eating food for good etiquette, d) appreciate different types of food eaten	The learner is guided to: <ul style="list-style-type: none"> <li>● mention different types of food eaten by the family members,</li> <li>● talk about different types of food eaten by the family members,</li> <li>● listen to stories of different types of food eaten by the family members,</li> <li>● Sing songs on different types of food eaten by the family members,</li> <li>● Recite poems on different types of food eaten by the family members</li> <li>● wash fruits before eating,</li> <li>● talk about dos and don't while eating in groups,</li> <li>● draw different types of food eaten by the family members,</li> <li>● Colour different types of food eaten by the family members,</li> <li>● Match and pair pictures of fruits eaten by the family members ,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we eat food?</li> <li>2. What types of food do you eat?</li> </ol>



		by the family members.	<ul style="list-style-type: none"> <li>● watch video clips on table manners,</li> <li>● role play eating food while observing table manner.</li> </ul>	
<b>Core competencies to be developed:</b>				
Citizenship: learners develop active community life skills as they name different types of food eaten by the family members.				
<b>Values :</b>				
<ul style="list-style-type: none"> <li>● Unit: learners enhance cooperation as they match and pair pictures of fruits eaten by the family members in groups</li> <li>● Respect: learners enhance etiquette as they talk about dos and don't while eating</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>● Preventive health: learners enhance eating healthy balanced diet as they identify different types of food eaten by the family members,</li> <li>● Learner support programme: learners appreciate cultural diversity as they sing songs on different types of food eaten by the family members,</li> </ul>				
<b>Link to other learning area:</b> Food eaten can be used when learning God's creation in Religious activities.				

<b>Resources</b>	<b>Assessment tools</b>
Water, basins, spoon, plates, dishes, fruits, cups, variety of foods, pictures of food, crayons, video clips.	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<p><b>2.2 Importance of Eating Food</b> (6 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) tell the importance of eating food for healthy living,</li> <li>b) talk about the importance of eating clean food,</li> <li>c) wash fruits before eating for healthy living,</li> <li>d) appreciate the importance of eating food.</li> </ul>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● mention the importance of eating clean food,</li> <li>● watch video clips on the importance of eating food,</li> <li>● Story tell the importance of eating food,</li> <li>● recite poems on the importance of eating food,</li> <li>● role play on importance of eating clean food,</li> <li>● eat snacks and fruits in groups,</li> <li>● sing songs on the importance of eating food,</li> <li>● dramatize on the importance of eating food,</li> <li>● picture reading on the importance of eating food.</li> <li>● observe different pictures</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we eat food?</li> <li>2. How do we clean fruits before eating?</li> </ol>

<p><b>Core Competencies to be developed:</b> Learning to learn: learners develop self-discipline as they eat clean food.</p>
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Responsibility: learners enhance hygiene skills as they wash fruits before eating</li> <li>• Love: learners enhance sharing as they eat snacks and fruits together.</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Communicable and non-communicable diseases: learners are able to prevent diseases by eating clean food</li> <li>• Learner support programme: learners enhance hygiene as they wash fruits before eating.</li> </ul>
<p><b>Link to other learning area:</b> learners learn sorting and grouping of different foods in Mathematical activities</p>

<b>Resources</b>	<b>Assessment tools</b>
Water, basins, spoon, plates, dishes, fruits, cups, variety of foods, pictures of food, video clips.	Observation schedule, Checklist, Oral questions and Portfolio

### Assessment Rubrics

Level	Exceeds expectation	Meet expectation	Approaching expectation	Below expectation
<b>Indicator</b>				
Ability to name and identify different types of food	Name and identify different types of	name and identify different types of food	Name all different types of food and struggles to	name different types of food and fail to identify different types of food

	food and classifies according to time		identify different types of food	
Ability to tell the importance of eating clean food	tell the importance of eating clean food and tells the dangers of eating dirt food	tell the importance of eating clean food	tell the importance of eating clean food only now and then	tell the importance of eating clean food with struggles
Ability to wash fruits before eating	wash fruits before eating always and share with others	wash fruits before eating	wash fruits before eating on rare occasions	wash fruits before eating with difficulties

### THEME: OUR HOME

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<b>3.0 Our Home</b>	<b>3.1 Houses Found at Home</b>  (10 lessons )	By the end of sub strand, the learner should be able to: a) name houses at home for familiarity, b) identify different	The learner is guided to: <ul style="list-style-type: none"> <li>• tell different houses at home,(<i>toilet, latrine, kitchen, poultry, granary</i>),</li> <li>• identify houses found at home in pairs,</li> <li>• view video clips of houses at home,</li> <li>• observe charts of houses at home,</li> <li>• draw houses at home,</li> <li>• Colour houses at home,</li> <li>• model houses at home,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have houses at home?</li> <li>2. What types of houses do we have at home?</li> </ol>

		houses at home, c) tell the uses of houses found at home, d) recognise the various types of houses at home.	<ul style="list-style-type: none"> <li>• paint houses at home,</li> <li>• sing songs on the uses of houses at home in groups,</li> <li>• talk about uses of houses at home in groups,</li> <li>• recite poems on the uses of houses at home.</li> <li>• Use clay or plasticine to model simple house found at home in groups.</li> </ul>	
<b>Core Competencies to be developed:</b>				
<b>Self-efficacy:</b> learners know their home by identifying the houses and their uses				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Patriotism: learners enhance citizenship as they appreciate houses at home</li> <li>• Unity: enhance cooperation as they construct simple structures of houses found at home in groups</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Environmental education: learner enhance environmental awareness as they identify houses found at home</li> <li>• Social cohesion, nationalism: as they construct houses at home in groups</li> </ul>				
<b>Link to other learning area :</b> Drawn pictures of houses found at home can be used in pattern making in Creative activities.				

<b>Resources</b>	<b>Suggested assessment tools</b>
charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, video clips, clay	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>3.2 Work Done at Home</b>  (10 lessons )	By the end of the sub-strand, the learner should be able to: a) name work done at home for familiarization, b) talk about the importance of work done at home, c) practice work done at home, d) appreciate work done at home for self-enjoyment.	The learner is guided to: <ul style="list-style-type: none"> <li>● mention work done at home,</li> <li>● talk about work done at home,</li> <li>● news tell about different work done at home,</li> <li>● Picture read on different work done at home.</li> <li>● walk around the school to identify work done by people,</li> <li>● discuss about the importance of work done at home,</li> <li>● sing songs about work done at home,</li> <li>● recite poems on work done at home,</li> <li>● watch video clip on work done at home,</li> <li>● imitate work done at home,</li> <li>● role play work done by people at home.</li> </ul>	1. Why do people work?
<b>Core Competencies to be developed:</b> Creativity and imagination: learners enhance imagination and originality through role playing work done at home.				

**Values:**

- Unity: learners enhance non-discrimination as they appreciate work done at home.
- Responsibility: learners enhance hard work as they picture read on different work done at home

**Pertinent and Contemporary Issues:**

Developmental perspective: learners enhance ability to make the right choices as they role play work done at home.

**Link to other learning area :**

Learners learn audience awareness as they role play work done at home in Language Activities

<b>Resources</b>	<b>Assessment tools</b>
charts, picture cards , flash cards, photos, brooms, video clips.	Observation schedule, Checklist, Oral questions and Portfolio clips

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>3.3 Domestic Animals</b>  (10 lessons )	By the end of the sub strand, the learner should be able to: a) name domestic	The learner is guided to: <ul style="list-style-type: none"> <li>• observe pictures of domestic animals found at home,</li> <li>• watch video clips on domestic animals,</li> <li>• model domestic animals,</li> <li>• draw domestic animals,</li> <li>• paint pictures of domestic animals,</li> <li>• trace domestic animals,</li> </ul>	1. Why do we have animals at home?

		<p>animals at home,</p> <p>b) identify domestic animals found at home,</p> <p>c) care for the domestic animals at home,</p> <p>d) value domestic animals at home.</p>	<ul style="list-style-type: none"> <li>● cut and paste pictures of domestic animals,</li> <li>● Colour pictures of animals,</li> <li>● go for a nature walk to observe domestic animals,</li> <li>● engage in role play about domestic animals,</li> <li>● match and pair pictures of domestic animals,</li> <li>● sort and group pictures of domestic animals found at home</li> <li>● feed the domestic animals,</li> <li>● Water the domestistic animals,</li> <li>● recite poems on domestic animals,</li> <li>● sing songs about domestic animals.</li> </ul>	
<p><b>Core Competencies to be developed:</b></p> <p>Digital literacy: learners interact with digital technology as they manipulate and watch video clips on domestic animals</p>				
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Love: learners enhance caring skills as they feed the domestic animals.</li> <li>● Peace: learners enhance compassion as they care and feed domestic animals.</li> </ul>				
<p><b>Pertinent and Contemporary Issues:</b></p> <p>Animal welfare education learners enhance environmental awareness as they go for a nature walk to observe domestic animals,</p>				
<p><b>Link to other learning area :</b> Domestic animals can be used when learning about creatures created by God in Religious Activities.</p>				



<b>Resources</b>	<b>Assessment tools</b>
Charts, picture cards , flash cards, glue, crayons, coloured pencil, video clips, clay, plasticine, photos	Observation schedule, Checklist, Oral questions and Portfolio

### Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meet expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Ability to name, identify houses found at home and tell their uses	Name, identify and tell uses of houses found at home and gives the functions of each room	Name and identify houses found at home and tell their uses	Name and identify houses found at home and fails to tell their uses	Name houses found at home and fail to identify all while excludes their uses
Ability to name work done at home and talk about the importance of work done at home	Name work done at home and talk about the importance of work done at home by different people	Name work done at home and talk about the importance of work done at home	Name work done at home and on rare occasion fail to talk about the importance of work done at home	Name work done at home occasionally and fail to mention the importance of work done at home
Ability to name domestic animals and care for domestic animals	Name domestic animals, care and mention the importance of domestic animals	Name domestic animals and care for domestic animals	Name all domestic animals and care for them once in a while	Name domestic animals and fails to name all while fears taking care for domestic animals

**THEME: OUR NEIGHBOURHOOD**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>4.0 My Neighbourhood</b>	<b>4.1 Families in Our Neighborhood</b>  (5 lessons )	By the end of the sub-strand, the learner should be to: a) name families in the neighborhood for harmonious living, b) talk about the importance of families in our neighborhood, c) appreciate the families in the neighborhood for harmonious living.	The learner is guided to: ● mention families in the neighborhood, ● talk about families in the neighborhood in groups, ● dramatize families in the neighborhood, ● Discuss about the importance of families in the neighbourhood, ● sing songs about family members in the neighborhood, ● recite poems in the families in the neighborhood.	Who is our neighbors?

**Core Competencies to be developed:**

Communication and collaboration: learners develop speaking skills as they talk about families in the neighbourhood in groups.

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Love: learners respect to other as they dramatise families in the neighbourhood</li> <li>• Social justice: learners enhance unity as they sing song together</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b> Ethnic and racial relations: as they recite poems on the families in the neighbourhood</p>
<p><b>Link to other learning areas:</b> Families in the neighbourhood when learner learn about love your neighbourhood in Religious activities.</p>

<b>Resources</b>	<b>Assessment tools</b>
photos, Charts, picture cards , flash cards, glue, crayons, coloured pencil, video clips, clay, plasticine,	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<p><b>4.2 Buildings in The Neighbourhood</b></p> <p>(10 lessons )</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) name different buildings in the neighbourhood,</p>	<p>The learners is guided to:</p> <ul style="list-style-type: none"> <li>• identify buildings in the neighbourhood,(<i>market, shop, hospital, school, church, mosque, temple</i>),</li> <li>• read pictures of buildings found in the neighbourhood,</li> </ul>	<p>1. Why do we have buildings in the neighbourhood?</p>

		<p>b) talk about the uses of buildings in neighbourhood,</p> <p>c) appreciate buildings in the neighbourhood.</p>	<ul style="list-style-type: none"> <li>● talk about uses of buildings in the neighbourhood,</li> <li>● view video clips of buildings in our neighbourhood,</li> <li>● observe charts of buildings at our neighbourhood,</li> <li>● draw buildings in the neighbourhood,</li> <li>● colour building in the neighbourhood,</li> <li>● construct simple structures of buildings found in the school in groups,</li> <li>● buy and sell in the shop corner,</li> <li>● role play religious leaders in the church, mosque or temple,</li> <li>● talk about a visit to hospital in groups.</li> <li>● match and pair items sold in the market.</li> </ul>	
--	--	---	---	--

**Core Competencies to be developed:**

Self-efficacy: learners know their home by identifying the buildings in the neighbourhood and their uses

**Values:**

- Patriotism: learners enhance citizenship as they appreciate buildings in the neighbourhood
- Unity: enhance cooperation as they construct simple structures of buildings found in the neighbourhood

**Pertinent and Contemporary Issues:**

Financial literacy : as they buy and sell in the shop corner

**Link to other learning area:** Buildings found in the neighbourhood can be used when learner learn places of worship in Religious activities..

<b>Resources</b>	<b>Assessment tools</b>
charts, picture cards , flash cards, glue, crayons, coloured pencil, photos, sticks, paints, maize cobs, grass, video clips,	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>4.3 Plants</b> (10 lessons )	By the end of sub strand, the learner should be able to: a) name parts of plant in the immediate environment, b) observe plants in the	Learner is guided to: <ul style="list-style-type: none"> <li>● mention the external parts of a plant(<i>leaves, flower, stem</i>),</li> <li>● identify parts of a plant touch parts of plant,</li> <li>● observe different parts of a plant,</li> <li>● manipulate different parts of a plant,</li> <li>● recite poems about parts of a plant in groups,</li> </ul>	Why do we have plants?

		<p>immediate environment,</p> <p>c) talk about the uses of plants in the immediate environment,</p> <p>d) care for the plants in the immediate environment,</p> <p>e) value plants in the immediate environment.</p>	<ul style="list-style-type: none"> <li>● picture reading on parts of a plant from charts,</li> <li>● take nature walk round the school garden,</li> <li>● Discuss about the uses of plants,</li> <li>● colour drawn pictures parts of a plant,</li> <li>● leaf printing,</li> <li>● mount flowers on charts in groups,</li> <li>● display mounted pictures of parts of a plant on the wall,</li> <li>● sort and group flowers of different colours,</li> <li>● paste pictures cut outs of parts of a plant,</li> <li>● sing songs on parts of plant,</li> <li>● watch and listening video clips on parts of plant,</li> <li>● water the plants,</li> <li>● play games as they mention parts of plant.</li> </ul>	
--	--	--	--	--

**Core Competencies to be developed:**

Creativity and imagination: learners develop exploration as they manipulate parts of a plant.

**Values:**

- Love: learners enhance sharing as they use pasting materials.
- Responsibility: enhances accountability as they display mounted pictures of flowers on the wall

**Pertinent and Contemporary Issues:**

Environmental education: learners enhances environmental awareness as they take nature walk round the school garden.

**Link to other learning area:**

Leaf can be used when doing leaf printing in Creative Activities

<b>Resources</b>	<b>Assessment tools</b>
Charts on parts of a plant, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manilla papers,	Observation schedule, Checklist, Oral questions and Portfolio

**Assessment Rubrics**

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meet expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Ability to name families and talk about the importance of families in the neighbourhood	Name families and talk about the importance of families in the neighbourhood and name work done by neighbourhood	Name families and talk about the importance of families in the neighbourhood	Name all families and on rare occasions talk about the importance of families in the neighbourhood	Name families and fails to mention the importance of families in the neighbourhood
Ability to name buildings and talk about the uses of buildings in our neighbourhood	Name buildings, talk about the uses of buildings and workers in our neighbourhood	Name building and talk about the uses of buildings in our neighbourhood	Name all buildings and leave out the uses of buildings in our neighbourhood	Name buildings and fails to talk about the uses of buildings in our neighbourhood

Ability to identify parts of a plant and care for plants in the environment	Identify parts of a plant and care for plants in the environment and explain reasons	Identify parts of a plant and care for plants in the environment	Identify all parts of a plant and once in a while forgets to take care for plants in the environment	Identify parts of a plant and forgets to care for plants in the environment
---	--	--	--	---

**THEME: OUR SCHOOL**

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
<b>5.0 Our School</b>	<b>5.1 People in Our School</b> (10 lessons)	By the end of sub strand, the learner should be able to: a) name people working in the school for familiarisation, b) talk about work done by different people in the school, c) appreciate the people working	The learners is guided to: <ul style="list-style-type: none"> <li>• mention people found at school, (<i>teachers, security guard, driver, cook</i>),</li> <li>• walk round the school identifying the people by the work they do,</li> <li>• mention the work done by people in school,</li> <li>• talk about work done by people in school,</li> <li>• news tell about work done by people at school in groups,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have people in school?</li> <li>2. Why do people work in school?</li> </ol>



		in the school for harmonious living.	<ul style="list-style-type: none"> <li>• role play work done by people at school,</li> <li>• sing songs about work done by people in the school,</li> <li>• draw people in school,</li> <li>• colour drawn pictures of people working in school,</li> </ul>	
<b>Core Competencies to be developed:</b>				
Communication and Collaboration: learners enhance listening as they news tell about people found in school				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Social justice: learners develop unity as they news tell about work done by people found in school in groups</li> <li>• Peace: learners enhance responsibility as they role play work done by people at school</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
<ul style="list-style-type: none"> <li>• Learner support programme: learners enhance school governance as they role play work done by people at school</li> <li>• Social cohesion, nationalism: learners enhance living together in harmony as they sing songs about work done by people in the school</li> </ul>				
<b>Link to other learning area:</b>				
People in our school can be used when counting in Mathematical Activities.				

<b>Suggested Resources</b>	<b>Assessment tools</b>
charts, flash cards, photos, working tools, huts, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos, paint, cardboard, manilla papers,	Observation schedule, Checklist, Oral questions and Portfolio

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
	<b>5.2 Things in Our School</b>  (10 lessons)	By the end of the sub-strand, the learner should be able to: a) name things found in school for familiarisation, b) talk about uses of things found in school, c) recognise the things found at school. d) appreciate the things found in school.	The learner is guided to: <ul style="list-style-type: none"> <li>● identify things found in school (<i>flag, water tank, play materials, learning materials</i>),</li> <li>● walk round the school identifying the things found in school,</li> <li>● mention the things found in school,</li> <li>● talk about things found in school,</li> <li>● news tell about things found in school,</li> <li>● tell the uses of things found in school,</li> <li>● use things found in school properly,</li> <li>● sing songs about things found at school in groups,</li> <li>● draw things found in school,</li> <li>● colour a picture of a flag,</li> <li>● recite poems on things found in school,</li> <li>● model things found in school,</li> <li>● match and pair things found in school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we have schools?</li> <li>2. Why do we have play materials at school?</li> </ol>
<b>Core Competencies to be developed:</b> Learning to learn: learners develop self-discipline when uses learnt knowledge to use things found in school properly				

<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Patriotism: learners develop citizenship as they colour the flag</li> <li>• Responsibility: learners develop accountability as they use things found in school properly</li> </ul>
<p><b>Pertinent and Contemporary Issues:</b></p> <ul style="list-style-type: none"> <li>• Financial literacy: learners learn to use economic resources properly as they use things found in school</li> <li>• Developmental perspective: learners enhance unit and cooperation as they sing songs about things found in school in groups.</li> </ul>
<p><b>Link to other learning area:</b> National flag in school can be used to learn colours in Creative Activities.</p>

<b>Resources</b>	<b>Assessment tools</b>
charts, picture cards , flash cards, glue, crayons, realia, coloured pencil, photos	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<p><b>5.3 Care for School Environment</b>  (10 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) name items used to clean the school</p>	<p>Learners is guided to:</p> <ul style="list-style-type: none"> <li>• mention items used to clean the school environment,</li> <li>• Touch the items used to clean the school environment,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do we need a clean environment?</li> <li>2. How do we clean the school environment?</li> </ol>

		<p>environment for health living,</p> <p>b) identify waste materials and items that require disposal in the school environment,</p> <p>c) dispose waste materials appropriately from the school environment,</p> <p>d) embrace living in a clean environment.</p>	<ul style="list-style-type: none"> <li>● talk about the importance of living in a clean environment,</li> <li>● identify areas that require cleaning in the school compound,</li> <li>● clean different areas in the school compound by picking litter,</li> <li>● the litter disposal areas and shown how to dispose litter properly,</li> <li>● draw materials used for cleaning the environment,</li> <li>● improvise cleaning materials(dust bin, sweeping brooms),</li> <li>● clean working areas after every activity,</li> <li>● sing songs as they collect litter,</li> <li>● recite poems as they clean working areas.</li> </ul>	
--	--	---	--	--

**Core Competencies to be developed:**

Critical thinking and problem solving: learners explore problems by creating different possible solution as they improvise cleaning materials

**Values:**

- Social justice: learners enhance cooperation as they share cleaning materials
- Responsibility: learners enhance self-drive as clean working areas after every activity.

**Pertinent and Contemporary Issues:**

Personal hygiene: as they pick litter and maintain a clean environment.

**Link to other learning areas:**

Clean working area after painting in Creative activities.

<b>Resources</b>	<b>Assessment tools</b>
brooms, old carton boxes, litter, photos, coloured pencils	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>5.4 Safety in the Environment</b>  (10 lessons)	By the end of sub strand, the learner should be able to: a) identify dangerous objects in the school environment, b) talk about dangerous activities in school,	The learners is guided to: <ul style="list-style-type: none"> <li>● identify dangerous objects,</li> <li>● draw and colour dangerous object,</li> <li>● identify dangerous activities,</li> <li>● talk about strangers,</li> <li>● tell what to do when they meet strangers,</li> <li>● handle different materials for safety,</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do you observe safety?</li> <li>2. When do you observe safety?</li> </ol>

		c) identify strangers in the school environment, d) tell what to do when dealing with strangers for safety, e) acknowledge the need for safety in the school environment.	<ul style="list-style-type: none"> <li>● clean working areas after an activity,</li> <li>● watch videos clips showing dangerous people, places, objects, activities and games,</li> <li>● use facilities properly in the school environment,</li> <li>● sing songs on identification of dangerous activities in the school environment,</li> <li>● recite poems related to safety,</li> <li>● dramatise on dealing with strangers.</li> </ul>	
--	--	---	---	--

**Core Competencies to be developed:**

Digital literacy: learners develop digital technology as they watch video clips showing dangerous people, places, objects, activities and games

**Values:**

- Responsibility: learners develop diligence as they tell what to do when they meet strangers.
- Integrity: learners develop discipline as they clean working areas after an activity

**Pertinent and Contemporary Issues:**

- Safety and security: learners enhance safety and security as they learn how to identify strangers and what to do when they meet them
- Disaster and risk reduction: as learners identify safe places and activities in the school.

**Link to other learning area:**

Safety precautions can be used when learners stretch in creative Activities.

<b>Resources</b>	<b>Assessment tools</b>
Video clips, local environment, environmental natural and man-made structures	Observation schedule, Checklist, Oral questions and Portfolio

<b>Strand</b>	<b>Sub Strand</b>	<b>Specific Learning Outcomes</b>	<b>Suggested Learning Experiences</b>	<b>Suggested Key Inquiry Question(s)</b>
	<b>5.5 Weather</b> (10 lessons)	By the end of the sub-strand, the learner should be able to: a) talk about the different weather conditions, b) observe weather conditions in the immediate environment,	Learners is guided to: <ul style="list-style-type: none"> <li>● talk about weather conditions(<i>cloudy, windy, sunny, rainy</i>),</li> <li>● observe weather chart,</li> <li>● identify weather symbols on the weather chart,</li> <li>● sing songs about weather conditions,</li> <li>● recite poems and rhymes about weather conditions,</li> <li>● talk about the activities associated with different weather conditions,</li> <li>● Draw different weather conditions,</li> </ul>	Why do we need rain and sun?

		c) appreciate different weather conditions in the environment.	<ul style="list-style-type: none"> <li>● Colour different weather conditions,</li> <li>● paint different weather conditions in pairs,</li> <li>● Paste weather cut out,</li> <li>● watch video clips of different weather conditions.</li> </ul>	
<b>Core Competencies to be developed:</b>				
Communication and collaboration: learners develop speaking skills as they talk about activities associated with different weather conditions.				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>● Love : learners respect others as they talk about the activities associated with different weather conditions</li> <li>● Unity : learners develop cooperation as they sing together in groups.</li> </ul>				
<b>Pertinent and Contemporary Issues:</b>				
Environmental education and climate change: as they talk about different weather conditions.				
<b>Link to other learning area:</b>				
Weather conditions can be used in matching and pairing weather symbols in Mathematical Activities.				

<b>Resources</b>	<b>Assessment tools</b>
charts, picture cards , flash cards, crayons, coloured pencil, photos,	Observation schedule, Checklist, Oral questions and Portfolio



## Assessment Rubrics

<b>Indicator</b>	<b>Exceeds expectation</b>	<b>Meet expectation</b>	<b>Approaching expectation</b>	<b>Below expectation</b>
Ability to name people in school and talk about work done by people in the school	Name people in school and talk about work done by people and mention their importance	Name people in school and talk about work done by people in the school	Name all people in school and fails to talk about work done by people	Name people in school and fails to include others while leaves out work done by people in the school
Ability to use the things in school properly	Use the things in school properly and take safety measures	Use the things in school properly	Use all things in school properly once in a while	use things in school unsparingly
Ability to clean the environment	clean the environment and wash hands	Clean the environment	clean the environment on rare occasions	clean the environment once in a while
Ability to recognize strangers and keep safe from strangers	Recognize strangers and keep safe from strangers and report	Recognise strangers and keep safe from strangers	Recognise strangers and once in a while keep safe from strangers	recognise strangers and fails to keep safe from strangers
Ability to observe and talk about different weather conditions	Observe and talk about different weather conditions and take precautions	Observe and talk about different weather conditions	Observe weather conditions and fails to mention all different weather conditions	observe weather conditions and forgets to talk about different weather conditions

### **COMMUNITY SERVICE LEARNING AT EARLY YEARS EDUCATION (PP1&2 AND GRADE 1-3)**

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:

DRAFT

## **Steps in carrying out the integrated CSL activity**

### **1) Preparation**

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

### **2) Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

### 3) Reflection on the CSL Activity

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

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

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

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

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

## **ASSESSMENT OF THE CSL ACTIVITY**

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

### **CSL AT UPPER PRIMARY (GRADE 4-6)**

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 Social studies learning area. The implementation of the CSL activity is a collaborative effort where the class teacher coordinates and works with other subject teachers to design and implement the integrated CSL activity. Though they are teacher-guided, the learners should progressively be given more autonomy to identify problems and come up with solutions. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

## **Steps in carrying out the integrated CSL activity**

### **1) Preparation**

- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity
- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

### **2) Implementation CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

### 3) Reflection on the CSL Activity

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

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

There will be **one** integrated CSL activity that will be conducted **annually**. The thematic areas for the integrated CSL activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. 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 and values demonstrated. 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 or rating scale or any other appropriate tool

DRAFT