



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 2

First Published in 2017

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LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons per Week
1.	Indigenous Language Activities	2
2.	Kiswahili Language Activities / Kenya Sign Language Activities	4
3.	English Language Activities	5
4.	Mathematical Activities	5
5.	Religious Education Activities	3
6.	Environmental Activities	4
7.	Creative Activities	7
	Pastoral Instruction Programme	1
Total		31

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.

LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION

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

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

ESSENCE STATEMENT

Environmental Activities is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities Grade 1. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills are further developed. Experiential learning will be utilised to enable the learner explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate natural environment and its cultural diversity. Therefore, the learning area endeavours to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in upper grades through concepts in related learning areas.

SUBJECT GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Our Home	16
	1.2 Family Needs and Wants	8
	1.3 Our School	8
	1.4 Our National Flag	8
	1.5 Our Rights and Responsibilities	6
	1.6 Our Market	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	12
	2.2 Soil	8
	2.3 Light	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	10
	3.3 Animals	12

1.0 SOCIAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Our Home (16 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) differentiate between personal and common items used at home, b) identify materials used for cleaning personal and common items at home, c) clean personal and common items using locally available materials, d) advocate for a clean home environment for self and others' well-being. 	The learner is guided to: <ul style="list-style-type: none"> ● share information on personal items and common item found at home, ● draw, colour and display personal and common items used at home, ● recite poems or sing songs on personal items, ● match personal and common items at home with their uses, ● observe pictures or animations of different materials used for cleaning personal and common items, ● improvise cleaning materials at home or school, ● manipulate a digital device 	<ol style="list-style-type: none"> 1. How can we keep our home clean? 2. Why should we keep our home environment clean?

			<p>to watch video clips or observe a demonstration from a resource person on cleaning personal and common items found at home,</p> <ul style="list-style-type: none"> ● use water sparingly to clean personal items and dry them appropriately, ● practise cleaning utensils using suitable soap and soft material, ● observe safety and hygiene when handling waste materials to avoid communicable diseases, ● sort and dispose waste appropriately after cleaning personal and common items. 	
<p>Core Competency to be developed: Critical Thinking and Problem Solving: Learner enhances innovative thinking in improvising cleaning materials using locally available resources.</p>				
<p>Values: Responsibility: Learner enhances self-drive when cleaning utensils at home.</p>				

Pertinent and Contemporary Issues:

Learner observes safety and hygiene when washing hands after handling waste materials to avoid communicable diseases.

Link to other Learning Areas:

The skill of sorting draws knowledge learnt in pre-number in Mathematics Activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Family Needs and Wants (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) mention differences between family needs and wants, b) identify places within the locality where family needs are met, c) classify family needs and wants for financial literacy awareness, d) prioritise family needs over family wants, e) appreciate family needs and wants within the locality	The learner is guided to: <ul style="list-style-type: none"> ● talk about family needs and wants, ● draw items that represent family wants, ● observe pictures and photographs of different places where family needs are met ● draw and colour places where family needs are met, ● match places or facilities within the locality where family needs are met, ● sort and group pictures of goods and services into family needs and wants, ● watch video clips/listen to a resource person on different ways of meeting family needs, 	How can we meet our family needs?

			<ul style="list-style-type: none"> ● draw and colour items that represent different family needs and wants, ● observe pictures of different meals taken at different times of the day, ● keep a daily record of meals eaten at home or school for one week, ● sort and group different food items into meals and snacks, ● draw and colour different foods that make a balanced diet, ● play a game of picking out flash cards/paper cuttings/pictures that show family needs. 	
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Core Competency to be developed:

Citizenship: learner develops family life skills when sorting and grouping pictures of goods and services into needs and wants.

Values:

Love: learner portrays a caring attitude towards peers when playing games of picking out flash cards/paper cuttings/pictures that show family needs.

Pertinent and Contemporary Issues:

Life Skills: Learner enhances family life skills when sorting and grouping pictures of goods and services into family needs and wants.

Link to other Learning Areas:

Family needs and wants relates to the skill of counting, sorting and grouping in Mathematics Activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Our School (8 lessons)	By the end of Sub Strand, the learner should be able to: a) name ways of keeping the school environment clean, b) identify common accidents at school, c) clean the school environment for the well-being of self and others, d) advocate for a clean and safe school environment.	The learner is guided to: <ul style="list-style-type: none"> ● use video clips or pictures to find out how to keep the school environment clean, ● walk around the school compound to find out dangerous places and items, ● draw or write down dangerous places and items in school, ● practise cleaning the school environment, ● recite poems or sing songs about a clean school environment, ● role play ways of giving first aid to common accidents in school (<i>suffocation, falls, burns, cuts, choking</i>), ● make <i>papier-mâché</i> art of appropriate objects or models from paper waste. 	How can you keep the school environment clean and safe?

Core Competency to be developed:

Self-Efficacy: Learner develops the skill of knowing the school by walking around the school compound to find out dangerous places and items.

Values:

Unity: Learner enhances cooperation when cleaning the school environment in groups.

Pertinent and Contemporary issues:

Social Economic Issues: Learner develops disaster risk reduction when role playing ways of giving first aid to common accidents in school.

Link to other Learning Areas:

Paper waste recycling relates to concepts of making *papier-mâché* in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our National Flag (8 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify meaning of colours on the Kenya national flag, b) name events in which Kenya national anthem is sung, c) observe etiquette when raising and lowering the Kenya national flag, d) appreciate the importance of the national anthem. 	The learner is guided to: <ul style="list-style-type: none"> ● manipulate a digital device to watch videos or observe pictures with colours of the Kenya national flag, ● draw and colour the national flag, ● role play the expected behaviour when raising and lowering the Kenya national flag, ● listen to audio-visual clips or read print materials to identify occasions when the Kenya national anthem is sung. 	How can you show respect for the Kenya National flag?

Core Competency to be developed:

Citizenship: Learner develops active community skills when observing the expected behaviour related to the Kenya national flag and national anthem.

Values:

Patriotism: Learner enhances loyalty to the nation when singing the national anthem.

Pertinent and Contemporary Issues:

Citizenship: Learner enhances social cohesion and nationalism when singing the Kenya national anthem.

Link to other Learning Areas:

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

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our Rights and Responsibilities (6 lessons)	By the end of the Sub Strand, the learner should be able to: a) outline Child Rights and Responsibilities at home and in the school, b) carry out responsibilities of a child at home and in school, c) appreciate child rights and responsibilities for attainment of social justice.	The learner is guided to: <ul style="list-style-type: none"> ● listen to age appropriate stories involving expectations and experiences on Child Rights and responsibilities (<i>parental care, health care, protection from exploitation and cruelty</i>), ● listen to a resource person on Child Rights and responsibilities in a home or school, ● use multimedia resources to explore responsibilities of children at home and in school, ● work with peers to role play responsibilities of children in school, ● perform age appropriate responsibilities at school. 	Why are child rights and responsibilities important at home and school?
Core Competency to be developed:				
Communication and Collaboration: Learner develops teamwork when role playing responsibilities of children in school				
Values:				
Social justice: Learner enhances equity when performing age appropriate responsibilities at school.				

Pertinent and Contemporary Issues:

Citizenship: Learner enhances child rights awareness when sharing own expectations, experiences, duties and responsibilities at home or school.

Link to other Learning Areas:

Listening to a resource person on Child Rights and Responsibilities relates to active listening and speaking in Language Activities.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.6 Our Market (8 lessons)	By the end of Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify physical features on the way to a local market, b) locate local market using physical features, c) identify activities that take place in a market, d) value things and people found in a market. 	The learner is guide to: <ul style="list-style-type: none"> ● share experiences on physical features on the way to a local market, ● draw and colour physical features found on the way to the local market, ● model main physical features found on the way to the local market, ● manipulate digital device to watch video clips or observe pictures on activities that take place in a market, ● listen to a resource person on activities that take place in a market, ● visit the nearest market to find out activities that take place, ● role play buying and 	How can you locate your local market?

			selling activities recognise interdependence and connections of people found in a market, <ul style="list-style-type: none"> • make a shop corner using locally available materials. 	
Core Competency to be developed: Citizenship: Learner recognises interdependence and connections of people found in a market.				
Values: Integrity: Learner enhances honest and fair negotiations when role playing on buying and selling.				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> • Citizenship: Learner enhances acknowledgement for self and others when interacting with people found in a market. • Financial Literacy: learner develops spending skills when visiting a nearest market to find out activities that take place. 				
Link to other Learning Areas: Buying and selling in a market relates to the concept of money Mathematics Activities.				

Suggested Assessment Rubric

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper hygiene at home and school	Practises proper hygiene at home and school most frequently	Practises proper hygiene at home and school	Practises proper hygiene at home and school occasionally	Rarely practises proper hygiene at home and school
Ability to practise good healthy habits at home and school	Practises good healthy habits at home and school most frequently	Practises good healthy habits at home and school	Practises good healthy habits at home and school occasionally	Rarely practises good healthy habits at home and school
Ability to practise proper sanitation at home and school	Practises proper sanitation at home and school most frequently	Practises proper sanitation at home and school	Practises proper sanitation at home and school occasionally	Rarely practises proper sanitation at home and school
Ability to observe etiquette when raising and lowering the Kenya flag national	Observes etiquette when raising and lowering the Kenya flag national very keenly	Observes etiquette when raising and lowering the Kenya flag national keenly	Observes etiquette when raising and lowering the Kenya flag national less keenly	Observes etiquette when raising and lowering the Kenya flag national with prompts
Ability to carry out duties and responsibilities as a child	Carries out duties and responsibilities as a child very keenly	Carries out duties and responsibilities as a child keenly	Carries out duties and responsibilities as a child less keenly	Carries out duties and responsibilities as a child with prompts
Ability to observe safety precautions in the immediate environment	Observes safety precautions in the immediate environment most keenly	Observes safety precautions in the immediate environment keenly	Observes safety precautions in the immediate environment less keenly	Observes safety precautions in the immediate environment with prompts

2.0 NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.1 Weather (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify weather conditions at different times of the day, b) create a weather record, using weather symbols, c) predict weather conditions at different times of the day, d) develop curiosity in weather conditions experienced in the locality. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss weather conditions at different times of the day, ● draw weather symbols to represent different weather conditions and display them in class, ● observe and record prevailing weather conditions as an outdoor activity in collaboration with peers, ● create a weather record using weather symbols for a period of one week, ● play relevant and educative computer games on weather conditions, ● observe pictures, video clips to identify ways of responding to various weather conditions, ● role play on ways of 	Why do we need to predict weather?

			responding to various weather conditions, <ul style="list-style-type: none"> ● practise using weather symbols to interpret weather conditions at different times of the day, ● participate in a class contest, on narrating previous week's weather occurrences from a weather chart. 	
Core Competency to be developed: Digital literacy: Learner interacts with digital technology when playing relevant and educative computer games on weather conditions.				
Values: <ul style="list-style-type: none"> ● Unity: Learner develops cooperation when observing and recording prevailing weather conditions as an outdoor activity. ● Integrity: Learner develops honesty when observing and recording weather conditions over a period of one week. 				
Pertinent and Contemporary Issues: <ul style="list-style-type: none"> ● Life Skills: Learner develops effective communication skills when participating in a class contest, on narrating weather occurrences from weather chart recordings. ● Learner Support Programs: Learner develops career guidance skills when creating a weather record using weather symbols for a period of one week. 				
Link to other learning areas: Drawing weather symbols relates to the skill of drawing and colouring in Creative Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify types of soil found in the locality, b) classify types of soil in the locality, c) make items from soil, d) appreciate different types of soil in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> ● walk within the school compound or visit the school neighbourhood to observe type of soil, ● model soil ribbons using soil samples, ● observe modelled ribbons to find out which soil sample makes smooth long ribbons, ● model objects with different types of soil, ● clean working area and wash hands with soap and clean water after handling soil, ● classify types of soil depending on the length of ribbons made, size of particles and texture, ● make paper cuttings or pictures of different types of soil and create a portfolio. 	How can you identify different types of soil in our environment?

Core Competency to be developed:

Learning to learn: learner develops the skill of learning independently when modelling soil ribbons using soil samples and finding out the soil sample that makes smooth long ribbons.

Values:

Unity: learner develops cooperation skills when modelling objects with different types of soil.

Pertinent and Contemporary Issues:

Health promotion issues: learner develops preventive health skills when cleaning working area and hands with soap and clean water after handling soil to prevent communicable diseases.

Link to other Learning Areas:

Modelling objects using different types of soil draws knowledge from modelling technique in Creative Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Light (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify sources of light in the environment, b) manipulate objects in the presence of light to form shadows for enjoyment, c) describe variety of ways of conserving light for sustainable supply of light energy, d) appreciate different sources of light in the environment. 	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures and photographs of different sources of light in the environment, ● manipulate objects in the presence of light to form shadows, ● practise switching off lights when not in use and during day time, ● create light conservation messages, ● make posters with simple messages on conservation of light ● type messages on conservation of light using digital devices, ● recite poems or sing songs on conservation of light. 	<ol style="list-style-type: none"> 1. How can we conserve light energy in our environment? 2. Why should we conserve light energy in our environment?

Core Competency to be developed:

Communication: Learner develops writing skills when making posters with simple messages on conservation of light to create awareness.

Values:

Unity: Learner develops cooperation skills when manipulating objects in the presence of light to form shadows for enjoyment.

Pertinent and Contemporary Issues:

Social Economic Issues: Learner develops financial skills when practising switching off lights when not in use and during day time.

Link to other Learning Areas:

Posters on energy conservation relates to writing skills in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectation	Approaches Expectations	Below Expectations
Ability to observe safety precautions during different weather conditions	Observes safety precautions during different weather conditions most keenly	Observes safety precautions during different weather conditions	Observes safety precautions during different weather conditions less keenly	Observes safety precautions during different weather conditions with prompts
Ability to classify types of soil in the locality	Classifies types of soil in the locality most precisely	Classifies types of soil in the locality precisely	Classifies types of soil in the locality less precisely	Classifies types of soil in the locality with prompts
Ability to describe variety of ways of conserving light	Extensively describes variety of ways of conserving light from various sources	Describes variety of ways of conserving light	Describes a few ways of conserving light	Describes a few ways of conserving light when given hints

3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.1 Water (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify ways of storing water at home and school, b) conserve water at home and school for future use, c) state the importance of keeping water safe for human and animal use, d) appreciate safe water storage to prevent health risks to self and others. 	The learner is guided to: <ul style="list-style-type: none"> ● explore various ways of storing water at home and school, ● draw items used to store water at home and school, ● find out ways of storing water at home and share with peers, ● practise storing water in bottles and water cans at home and school, ● watch video clips, pictures and photographs on appropriate ways of storing water at home and school, ● share experiences on why water is stored at home and school, ● make a visit with peers in the neighbourhood to identify different ways of storing water. 	Why do we store water at home and in school?

Core Competency to be developed:

Communication and collaboration: learner develops teamwork when walking around the neighbourhood to identify different ways of storing water.

Values:

- Responsibility: Learner enhances hard work skills when storing water in bottles and water cans for future use at home and school.
- Social Justice: Learner enhances cooperation when making visits in the neighbourhood to identify different ways of storing water.

Pertinent and Contemporary Issues:

Health Promotion Issues: Learner develops preventive health skills and awareness when storing water appropriately at home and school to prevent communicable diseases.

Link to other Learning Areas:

Drawing items used to store water relates to the skill of drawing and colouring in Creative Activities.

Strand	Sub Strand,	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify ways of caring for plants using locally available materials, b) carry out activities for caring of plants using locally available materials, c) advocate for plant protection for environmental sustainability.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures, photographs or watch video clips of people watering, manuring and mulching plants, ● water, manure and do mulching for some plants in the school compound, ● observe pictures, photographs or video clips of healthy plants that have been conserved, ● write plant protection messages by hand, electronic or print recite poems and sing songs on plant protection. 	How can you care for plants in the environment?
<p>Core Competency to be developed: Creativity and Imagination: Learner develops originality when creating plant protection messages using own hand writing, electronic or print resources.</p>				

Values:

Responsibility: Learner develops self-drive skills when writing plant protection messages by hand, electronic or print resources.

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify food items we get from animals, b) relate food items with respective animals, c) carry out activities of caring for animals in the locality, d) advocate for clean and secure animal shelters to reduce risk to the animals.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures and photographs of different foods we get from animals, ● observe and name images of animals that provide food used at home or school, ● sort and group food items from animals and display in class, ● listen to a resource person on ways of caring for animals, ● discuss the importance of fair treatment of animals, ● observe videos on ways of keeping an animal shelter clean, ● practise feeding and cleaning animal shelter at home or school 	Why should an animal stay in a clean place?

			<ul style="list-style-type: none"> ● wash hands with soap and water after cleaning animal shelter, ● dispose of waste appropriately after cleaning an animal shelter while observing safety. 	
<p>Core Competency to be developed: Communication and Collaboration: Learner develops speaking and listening skills when discussing importance of fair treatment of animals in groups.</p>				
<p>Values: Love: Learner develops empathy skills when feeding and cleaning animal shelter at home or school.</p>				
<p>Pertinent and Contemporary Issues: Social Economic Issues: Learner develops animal welfare awareness when participating in cleaning animal shelters at home or school.</p>				
<p>Link to other Learning Areas: Matching, sorting and grouping food items from animals draws the skills of sorting and grouping in Mathematics Activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe conservation of water for human and animal use <i>(a learner can describe a variety of methods)</i>	Describes varied conservation methods of water for human and animal use with in-depth details	Describes conservation methods of water for human and animal use	Describes conservation methods of water for human and animal use with minimal details	Describes conservation methods of water for human and animal use without details
Ability to conserve water for human and animal use	Very often conserves water for human and animal use using appropriate varied methods	Conserves water for human and animal use	Occasionally conserves water for human and animal use	Rarely conserves water for human and animal use with prompts
Ability to carry out activities for caring of plants using locally available materials <i>(watering, manuring and mulching plants)</i>	Carries out watering, manuring and mulching plants using locally available materials consistently	Carries out watering, manuring and mulching plants using locally available materials	Carries out watering, manuring or mulching plants using locally available materials	Carries out watering/manuring/mulching plants using locally available materials
Ability to identify animals as sources of food for human consumption	Identifies animals as sources of food for human consumption with a lot of details	Identifies animals as sources of food for human consumption	Identifies animals as sources of food for human consumption with minimal details	Identifies animals as sources of food for human consumption without details

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to carry out activities of caring for animals in the locality	Most frequently carries out activities of caring for animals in the locality	Carries out activities of caring for animals in the locality	Occasionally carries out activities of caring for animals in the locality	Rarely carries out activities of caring for animals in the locality

APPENDIX I

COMMUNITY SERVE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide linkages between concepts learnt in the various Learning Activities and the real life experiences. Learners begin to make connections between what they learn and the relevance to their daily life. CSL is hosted in the Environmental Activities learning area. The class teacher is expected to identify and guide learners to undertake age-appropriate whole-class integrated CSL activity within the school. The safety of the learners should also be taken into account when selecting the CSL activity. The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
1. Preparation <ul style="list-style-type: none">• Determine the activity for the learners• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity• Identify resources required for the activity (locally available materials)• Stagger the activities across the term (Set dates and time for the activities)• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community• Identify and develop assessment tools
2. Implementation of CSL Activity <ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)

- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

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

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

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

Assessment of the CSL Activity

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

APPENDIX II

SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON-FORMAL ACTIVITIES

Suggested learning resources <ul style="list-style-type: none">● Approved curriculum support materials● Resources from the local environment (<i>home and school</i>)● Flash cards● Pictures, newspapers, magazines, journals● Digital devices● Assorted farm equipment● Assorted cleaning agents, tools and equipment● Resource persons	Suggested assessment methods <ul style="list-style-type: none">● Observation● Written test● Oral questions● Aural questions● Peer assessment● Self-assessment
Non-formal Activities that Support Learning <ul style="list-style-type: none">● School routine activities such as cleaning, flag raising, worship activities● Games and sports● Clubs and societies	