KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 1

TABLE OF CONTENTS

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

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 Cleaning My Body	13
	1.2 Our Home	8
	1.3 Family Needs	13
	1.4 Our School	9
	1.5 Our Market	9
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky	12
	2.2 Soil	10
	2.3 Sound	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	14
	3.2 Plants	10
	3.3 Animals	10

1.0 SOCIAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.1 Cleaning My Body** • *Face* • *Teeth* • *Hands* • *Feet and Hair* (13 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify materials used to clean different parts of the body, b) clean face, teeth, hands, feet and hair using locally available materials, c) appreciate the importance of a clean body for personal hygiene.	The learner is guided to: ● observe pictures and name materials used to clean different parts of the body, ● draw and colour materials used to clean different parts of the body ● match cleaning materials with pictures of body parts they are used to clean watch a video clip or observe pictures on oral hygiene practices for personal wellbeing, ● share information on problems related to oral hygiene, ● practise brushing teeth for proper oral hygiene and personal well-being, ● observe a demonstration on cleaning parts of the body, ● follow appropriate steps to wash own face, hands, feet and	1. How do you clean your body parts? 2. Why should we clean our body parts?

				hair by careful use (no wastage) of cleaning agents and water, ● sing a song or recite a poem on cleaning different parts of the body, ● make and maintain a journal on cleaning different parts of the body for one week, ● exhibit the skill of originality in creating a healthy habit poster showing the importance of oral habits.	

Core Competency to be developed:
Creativity and imagination: learner exhibits the skill of originality when creating a healthy habit poster showing the importance of oral habits.

Values:
Responsibility: learner enhances diligence and excellence while cleaning body parts without wasting cleaning agents and water.

Pertinent and Contemporary Issues:
● Life Skills: learner develops self-awareness when taking care of different body parts.
● Health Promotion Issues: learner develops the skill of cleaning own body parts as a way of practising personal cleanliness.

Link to other Learning Areas:
Taking an account of cleaning the body parts relates to the skill of journaling in Language Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.2 Our Home** (8 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify materials used to clean a home environment, b) state common accidents at home for personal and others' safety, c) carry out activities to ensure cleanliness in the home, d) reflect on the importance of living in a clean home environment.	The learner is guided to: ● share ideas on different materials used to sweep, wipe, dust and collect litter at home, ● draw and colour materials used to sweep, wipe, dust and collect litter at home, ● share information on common accidents that occur at home, ● identify and select places at home or school where common accidents are likely to occur and share with peers, ● manipulate digital devices to watch videos or observe pictures on ways of preventing accidents at home manipulate digital device to watch a video or observe pictures on ways of ensuring cleanliness in the home ● practise cleaning places and assorted items using different suitable cleaning materials at home or school.	How can you make your home environment clean and safe?

Core competency to be developed:
Learning to learn: learner develops independence when cleaning furniture using suitable materials.
Values:
Responsibility: learner enhances self-drive when keeping the home environment clean such as practising cleaning assorted home items using suitable cleaning materials
Pertinent and Contemporary Issues:
Disaster risk reduction: learner develops awareness of potentially risk areas and objects that can cause harm/accidents to foster safety of self and others.
Link to other Learning Areas:
Materials used for cleaning are used in Creative Activities to clean self after finger painting activities

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.3 Family Needs** (13 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify basic needs in the family, b) classify items and structures as basic needs in the family, c) categorise food from plants and animals eaten at home, d) select suitable food for a healthy body, e) appreciate different needs in the family.	The learner is guided to: ● share information on different family needs, ● manipulate a digital device to watch a video clip or observe pictures of different basic family needs, ● draw and colour items that represent family needs, ● observe pictures of food items used by family members, ● match pictures of food items with their names,	1. Which things do you use as a family at home? 2. How do you choose the food you eat?

			- recite poems or sing songs on different family needs, - manipulate digital devices when recording poems and songs on different family needs, - make picture cut outs of food items and structures as basic needs in the family, - sort and group locally assorted food items into types of tastes, - create a one-week journal of healthy foods eaten, - make a nature corner with different food items found in the locality.	

Core Competencies to be developed:
- Digital literacy: learner manipulates digital devices when recording poems and songs on different family needs.
- Self-efficacy: learner sorts and groups locally assorted food items into types of tastes.

Values:
Respect: learner appreciates diverse opinions when sharing information on different family needs.

Pertinent and Contemporary Issues:
Life skills: learner develops the skill of self-awareness when drawing, colouring, grouping different family needs.

Link to other Learning Areas:
Basic needs of the family such as water relates with filling and emptying activities in Mathematical Activities .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.4 Our School** • *Main physical features* • *Safety* (9 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify main physical features between home and school, b) draw main physical features between home and school, c) apply personal safety on the way to school, d) acknowledge the significance of identifying places using key features.	The learner is guided to: ● manipulate a digital device to watch videos or observe pictures on main physical features between home and school, ● draw and colour main physical features found between home and school, ● interact with digital technology when playing educative digital games on locating main features between home and school, ● role play safety measures to take on the way to school.	1. How do you identify your way to school? 2. How can you be safe while coming to school?

Core Competency to be developed:
Digital Literacy: learner interacts with digital technology when playing educative digital games on locating main features between home and school.

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

Pertinent and Contemporary Issues:

Socio economic Issues: learner acquires child road safety awareness when role playing safety measures to take on the way to school and back.
Link to other learning areas: Drawing physical features between home and school 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)
1.0 Social Environment	**1.5 Our market** (9 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify roles of people found in a market, b) list food items found in a market, c) categorise food items found in a market into fruits and vegetables, d) appreciate activities that are carried out in a market.	The learner is guided to: ● observe pictures or videos of people found in a market, ● share information with peers on roles of people found in a market, ● use pictures or flashcards to pick out food items found in a local market, ● draw and colour different food items found in a market, ● draw and colour different food items found in a market, ● use flashcards to sort and group food items into fruits and vegetables, ● sort and group picture cut outs of food items found in a market and make a portfolio. ● recite poems and sing songs on food items found in the market.	Why do we have markets?

Core Competency to be developed:
Communication and collaboration: learner listens keenly and speaks effectively when sharing information with peers on roles of people found in a market.
Values:
Unity: Learner enhances cooperation when drawing and colouring different food items found in the market in groups.
Pertinent and Contemporary Issues:
Social-economic issues: learner develops the skill of career awareness when sharing information with peers on roles of people found in a market.
Link to other Learning Areas:
Food items found in a market relates to concepts of sorting and grouping in Mathematics Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper hygiene using local available materials	Practises proper hygiene using local available materials most frequently	Practises proper hygiene using local available materials	Practises proper hygiene using local available materials occasionally	Rarely practises proper hygiene using local available materials
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 practice good healthy habits at home and school
Ability to identify safety precautions at home and school	Identifies safety precautions at home and school with in-depth details	Identifies safety precautions at home and school	Identifies safety precautions at home and school with minimal details	Identifies safety precautions at home and school without details

2.0   NATURAL ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	**2.1 Weather and the Sky** (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) describe the appearance of the sky during the day and at night, b) identify weather conditions in the locality, c) record different weather conditions in the locality, d) appreciate differences in weather conditions at different times of the day.	The learner is guided to: ● observe the sky during the day and at night and share observations with others, ● manipulate a digital device to watch video clips or observe pictures showing appearance of the sky during the day and at night, ● draw findings of the appearance of the sky during the day and at night, ● manipulate a digital device to watch video clips or observe pictures of different weather conditions, ● draw different weather conditions in the locality, ● observe prevailing weather conditions as an outdoor activity,	How does the sky appear at night and during the day?

			- share ideas on prevailing weather conditions and make a weather chart, - role play responding to various weather conditions for enjoyment, - tell age appropriate stories about weather and weather conditions, - make and maintain a one-week daily journal on weather conditions.	

Core competency to be developed:
Communication: learner speaks engagingly when telling age appropriate stories about weather and weather conditions

Values:
Responsibility: learner fosters commitments when making and maintaining a one-week daily journal on weather conditions.

Pertinent and Contemporary Issues:
Life skills: learner develops time management skills when making and reading weather charts.

Link to other Learning Areas:
Appearance of the sky and conditions can be used when learning creation in Religious Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	**2.2 Soil** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify ways of playing with soil for enjoyment, b) play with soil for enjoyment, c) model objects using soil at school, d) develop curiosity in playing with soil for enjoyment.	The learner is guided to: ● share ideas on ways of playing with soil for enjoyment, ● share tasks when filling and emptying cans with soil in turns, ● make different patterns using soil and paint, ● manipulate a digital device to watch videos or observe pictures of objects made from soil, ● model different objects using soil, ● sing relevant songs to peers while playing with soil for fun. ● clean or tidy up working space after modelling activities and wash hands with soap and clean running water.	Why is playing with soil important to us?

Core Competency to be developed: Self-efficacy: learner develops high self-esteem when modelling different objects using soil.	
Values: Social justice: learner enhances cooperation when filling and emptying cans with soil in turns.	
Pertinent and Contemporary Issues: Health Promotion Issues: learner develops the skill of washing hands with soap and clean running water after playing with soil.	
Link to other Learning Areas: Soil can be used when modelling items in Creative Activities.	

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	**2.3 Sound** (12 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify sounds in the immediate environment, b) create sounds from objects for enjoyment, c) discriminate sounds that alert on danger for appropriate response, d) acknowledge sounds that alerts us to dangers.	The learner is guided to: ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines, natural sources and share with peers, ● manipulate digital device to watch a video clip on ways of creating sound using the body, objects and voice, ● listen to audio clip on ways of creating sound using the body, objects and voice, ● imitate and record videos or audios of sounds from humans, animals, machines and natural sources, ● use video clips or pictures to find out various sounds used to alert on danger, ● role play sounds that alert people on danger, ● explore sources of loud sounds in the immediate environment,	1. How do animals and other objects in our environment produce sounds? 2. Why are sounds important in our lives?

				● talk about what happens to a person when near loud sounds, ● observe pictures or videos that show how to protect one-self from loud sounds, ● practise obeying sounds that alert us on danger for appropriate response.	

Core Competencies to be developed:
Self-efficacy: learner develops confidence when imitating various sounds produced by animals or objects.

Values:
Patriotism: learner enhances loyalty when obeying sounds that alert on danger for appropriate response.

Pertinent and Contemporary Issues:
Life skills: learner uses common courteous words when engaging with peers to role play sounds that alert on danger.

Link to other Learning Areas:
Sounds in the immediate environment draws concepts in Creative Activities.

Suggested Assessment Rubric

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectation
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
Ability to identify ways of playing with soil and sounds	Identifies ways of playing with soil and sounds with in depth details	Identifies ways of playing with soil and sounds	Identifies ways of playing with soil and sounds with minimal details	Identifies a way of playing with soil and sounds without details
Ability to record weather conditions in the locality	Clearly records weather conditions in the locality most precisely	Records weather conditions in the locality precisely	Records weather conditions in the locality less precisely	Records weather conditions in the locality imprecisely

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** (14 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify sources of water in the immediate environment, b) record uses of water at home and school, c) conserve water at home and school, d) acknowledge different sources of water in the immediate environment,	The learner is guided to: ● manipulate digital device to watch videos, observe pictures on different sources of water, ● develop originality skills when drawing and colouring different sources of water, ● complete a simple word puzzle on sources of water at home and school, ● collaboratively model sources of water in class learning space or corner using locally available materials, ● observe and write uses of water at home and school, ● share experiences with peers on careful use of water in the home and school, ● role play water conservation activities that can be used at	1. How can you use water without wasting it? 2. Why do we care for water sources?

			home and school,	
			● make a poster on water conservation (reducing use of water) at home and school.	

Core Competencies to be developed:
- Learning to learn: learner models water sources in class learning space or corner using locally available materials.
- Creativity and imagination: learner develops originality skills when drawing and colouring different sources of water.

Values:
Unity: learner enriches equality when sharing experiences with peers on careful use of water at home and school.

Pertinent and Contemporary Issues:
Health promotion issues: learner drinks clean water and role play using water sparingly for personal wellbeing.

Link to other Learning Areas:
Making a poster on water conservation at home and school draws knowledge from 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	**3.2 Plants** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify parts of a plant found in the school garden or compound, b) draw different parts of a plant found at school, c) carry out activities that conserve plants in the immediate environment, d) advocate for conservation of plants in the immediate environment.	The learner is guided to: ● take a nature walk to explore parts of plants, ● manipulate a digital device to watch video clips or observe pictures and photographs to identify different parts of a plant, ● observe safety and carefully collect and observe young plants in the locality, ● indicate parts of a plant *(flower, leaves, stem, roots)* using real plants or pictures, ● colour parts of a plant and display own work for further learning and peer assessment, ● plant seeds in the nature corner of the class, in a school garden or flowerbed, ● practise watering plants found in the immediate environment.	How can you care for plants in your environment?

Core Competency to be developed:
Learning to learn: learner develops concepts of plants when going for a nature walk to explore different parts of plants in the immediate environment.

Values:
Patriotism: learner enriches citizenship when showing love to the country by watering plants found in the immediate environment.

Pertinent and Contemporary Issues:
Environmental education and climate change: learner observes safety and responsibility when collecting young plants in the locality.

Link to other Learning Areas:
Plant relates to a concept of creation in Religious Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	**3.3 Animals** (10 lessons)	By the end of the Sub Strand, the learner should be able to: a) identify domestic animals in the immediate environment, b) list domestic animals used as food in the locality, c) carry out basic care activities for small domestic animals, d) acknowledge diversity of animals in the immediate environment.	The learner is guided to: ● manipulate a digital device to watch and observe pictures of domestic animals, ● take nature walk in the immediate environment to observe and write names of domestic animals, ● draw and colour domestic animals used as food in the locality. ● Manipulate a digital device to watch video clips of domestic animals being watered, fed and treated, ● share with peers on safety precautions taken when feeding and watering domestic animals, ● water and feed some domestic animals in the immediate environment	How can you care for animals in your immediate environment?

			accompanied by a caregiver,
			● wash hands using clean running water after interacting with animals for personal hygiene,
			● make a journal on basic care activities done to domestic animals at home or school,
			● listen to stories on animals for enjoyment,
			● gather more information on care for domestic animals from parents or guardians and write them clearly and correctly.

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

Values:
- Love: learner enhances compassion when portraying a caring attitude during watering and feeding of some domestic animals in the immediate environment.
- Unity: learner enriches cooperation when displaying team spirit during nature walks while observing domestic animals.

Pertinent and Contemporary Issues:
● Health promotion issues: learner develops hand washing skills using clean running water after feeding and watering animals.
● Life skills : learner develops empathy when taking precautions when feeding and watering domestic animals.
Link to other Learning Areas:
Listening to stories on animals for enjoyment relates to active listening in Language Activities.

Suggested Assessment Rubric

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectation
Ability to record uses of water at home and school	Records uses of water at home and school most precisely	Records uses of water at home and school	Records uses of water at home and school less precisely	Records uses of water at home and school imprecisely
Ability to conserve water and plants in the immediate environment	Very often takes utmost care to conserve water and plants in the immediate environment	Conserves water and plants in the immediate environment	Sometimes conserves water and plants in the immediate environment	Rarely conservse water and plants in the immediate environment
Ability to care domestic animals	Cares for domestic animals in the immediate environment most frequently	Ability to care domestic animals in the immediate environment	Care domestic animals in the immediate environment occasionally	Rarely care domestic animals in the immediate environment

APPENDIX I: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

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

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.

APPENDIX II: SUGGESTED RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES

Suggested Learning Resources	Suggested Assessment Methods
● Approved curriculum support materials ● Resources from local Environment (home and school) ● Stationery ● Digital devices ● Manilla Papers ● Drawing materials ● Clay soil ● Water ● Plastic bottles ● Pictures or picture cut outs /Newspaper cuttings/Photographs ● Flash Cards ● Charts	● Observation ● Aural questions ● Oral question ● Written tests ● Self-assessment ● Peer assessment ● Projects
Non formal Activities that support learning ● Games and sports ● Clubs and societies ● Other school events	