



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRE PRIMARY SCHOOL CURRICULUM DESIGN

CHRISTIAN RELIGIOUS EDUCATION

PRE PRIMARY 2

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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.	Christian Religious Education Activities	3
	Programme of Pastoral Instruction	1
Total		25

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 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.
- g) Develop interests, talents and character for positive contribution to the society.

ESSENCE STATEMENT

Christian Religious Education (CRE) activity area at Pre Primary level aims at teaching children how to walk in the ways of God. This is based on Proverbs 22:6 which states, ‘Teach children how they should live, and they will remember it all their life.’ The key resource to be used is the Holy Bible. This activity area therefore, emphasizes on the acquisition of living values such as love, sharing, honesty, respect, and responsibility. This aligns with the National Goal of Education No. 4, which postulates propagation of sound moral and religious values.

The life approach is the main methodology used in facilitating CRE Activity Area. However, other methodologies such as play-based and experiential learning are deemed appropriate for the age and level. The competencies acquired at Pre-primary 2 will lay a strong moral foundation for learning CRE in Grade 1.

SUBJECT GENERAL LEARNING OUTCOMES

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

- a) Demonstrate an awareness of the love of God as the sole creator and heavenly father.
- b) Acquire Christian moral values and principles to foster responsible living.
- c) Practise the teachings of the Jesus Christ at home, school and in the community.
- d) Portray good manners while in church since it's the house of God.

Summary of Strands and Sub strands

Strand	Sub strands	Suggested Number of Lessons
1.0 Creation	1.1 God the Creator	9
	1.2 Caring for God's Creation	9
2.0 The Holy Bible	2.1 Handling the Holy Bible	8
	2.2 Noah and the Ark	9
3.0 The Life of Jesus Christ	3.1 The Birth of Jesus Christ	9
	3.2 Celebrating the Birth of Jesus	9
4.0 Christian Values	4.1 Respect for Parents	9
	4.2 Responsibility	9
5.0 The Church	5.1 A house of God	9
	5.2 Church Activities	10
Total Number of lessons		90

NOTE: The suggested number of lessons per Sub Strand may be less or more depending on the context.

STRAND: 1.0 CREATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question
<p>1.0 Creation</p>	<p>1.1 God the Creator (9 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) name five things created by God in the school environment,</p> <p>b) draw two things created by God found in their environment,</p> <p>c) appreciate God’s creation by keeping the environment clean.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • take turns to talk about things found in the school environment , • take a nature walk in the school environment to identify things created by God, • observe road safety rules as they take the nature walk, • collect some flowers or seeds found in the school environment and display them in the CRE learning corner, • picture read the story of creation from the children’s Bible • draw the sun, moon and stars to appreciate God’s creation, • colour the sun moon and stars, • recite a memory verse from Genesis 1:25, • in groups, sing simple songs related to creation story, 	<p>How do we appreciate God’s creation?</p>

			<ul style="list-style-type: none">• say simple prayers to thank God for His creation,• use appropriate protection equipment, such as gloves as they clean or collect litter from the school or home environment.	
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Core Competencies to be developed:

Creativity and imagination: learners develop Communication and self-expression skills as they undertake tasks that encourage the artistic expression of ideas by drawing the sun, moon and stars.

Values:

- **Social justice:** cooperation is portrayed as learners share materials to draw and colour the sun, moon and stars.
- **Unity:** cooperation is enhanced as learners identify things created by God in the school environment.

Link to Pertinent Contemporary Issues (PCIs):

Environmental Awareness: Learners identify things created by God in the environment.

Link to other Activity Areas:

Environmental activities: The concept of God as the creator of plants and animals relates to the concept of plants and animals in Environmental Activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
1.0 Creation	1.2 Caring for God’s Creation (9 lessons)	By the end of the sub strand, the learner should be able to: a) take care of self and others at home and school, b) list three plants found at home and school, c) mention three animals found at home or school, d) tell three ways of caring for God’s creation e) desire to care for God’s creation.	The learner is guided to: <ul style="list-style-type: none"> • take turns to talk about ways they care for self, • care for self by carrying out basic hygiene practices, • care for others by informing the teacher about learners who are not feeling well or absent from school, • ensure that their classmates/desk mates are safe and well, • mention three plants found at home or school, • draw and colour plants in the school environment, • list three animals found at home or in the school environment • model animals in the school environment, • observe drawn pictures based on Genesis 2:15, 	How do you take care of God’s creation?

			<ul style="list-style-type: none"> • say what they have observed from the pictures, • watch video clips of animals and plants created by God, • sing songs about God's creation , • in pairs recite simple poems about caring for God's creation. 	
<p>Core Competencies to be developed: Learning to learn: learners develop the skill of learning independently as they demonstrate how to care for self by carrying out basic hygiene practices.</p>				
<p>Values: Integrity: learners demonstrate accountability as they care for self and others.</p>				
<p>Link to Pertinent Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Environmental Issues and Environmental Conservation: learners acquire skills of responsibility as they care for self. • Disaster Risk Reduction and Safety: learners develop awareness of safe ways to handle plants and animals in their environment. 				
<p>Link to other Activity Areas: Environmental activities: The concept of plants and animals relates to the concept of plants and animals in Environmental activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to name five things created by God in the environment	Names five things created by God in the environment and can draw them	Names five things created by God in the environment	Names three to four things created by God in the environment	Names below three things created by God in the environment
Ability to list three plants found in the school environment	Lists three plants found in the school environment illustratively	Lists three plants found in the school environment	Lists two plants found in the school environment	Lists one plant found in the school environment
Ability to tell three ways of caring for God's creation	Tells three ways of caring for God's creation in details	Tells three ways of caring for God's creation	Tells two ways of caring for God's creation	Tells one way of caring for God's creation

STRAND: 2.0 THE HOLY BIBLE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 The Holy Bible</p>	<p>2.1 Handling the Holy Bible (8 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) mention five ways of handling the Holy Bible ,</p> <p>b) handle the Holy Bible with care and respect,</p> <p>c) appreciate the Bible as a Holy book.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • tell how they handle the Holy Bible, • ensure their hands are clean as they open the Holy Bible, • ensure they do not scribble inside the Holy Bible, • ensure they do not tear pages from the Holy Bible, • watch a video clip on proper ways of handling the Holy Bible, • draw and colour the holy Bible, • identify how and where to keep the holy Bible, • sing songs about the Holy Bible. 	<p>How should you handle the Holy Bible?</p>

<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and Collaboration: the skill of speaking engagingly is developed as learners share experiences of how they handle the Holy Bible. • Creativity and Imagination: the skill of communication and self-expression is enhanced as learners undertake tasks that encourage the artistic expression of ideas by drawing and colouring the Holy Bible.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: accountability is developed as learners identify how and where to keep the holy Bible. • Respect is developed as learners accept and appreciate diverse opinions.
<p>Link to Pertinent Contemporary Issues (PCIs): Citizenship: Integrity is portrayed as learners handle the Holy Bible with respect, even when no one is watching.</p>
<p>Link to other Activity Areas: Language Activities: the concept of handling the Bible relates to the concept of book handling in Language activities.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>2.0 The Holy Bible</p>	<p>2.2 Bible Story; <i>Noah and the boat</i> (9 lessons)</p>	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> a) state three actions that show obedience to parents, b) tell three ways he or she obeys God, c) retell the story of Noah and the boat, d) desire to obey the teachings of God. . 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • tell how they obey their parents at home, • mention three actions that show obedience to teachers, • mention three ways that show obedience to God, • picture-read the story of Noah from the Children’s Bible, 	<p>How did Noah show obedience to God?</p>

			<ul style="list-style-type: none"> • watch a video clip on the story of Noah in Genesis 6:14, 17,18,19,20, • colour drawn pictures of a boat, • name some of the animals that went into the boat, • match drawn pictures of animals that went into the boat, • trace pictures of birds that went into the boat from picture cut-outs, • sing songs related to Noah and the boat. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: self-confidence- the learners demonstrates confidence as they talk about obedience. • Critical thinking and Problem-solving: learners develop active listening and communication skills as they follow simple instructions such as, picture-reading the story of Noah and the boat from the Children’s Bible. 				
<p>Value: Peace: Learners portray respect for self and others as they take turns to talk about why they should be obedient.</p>				
<p>Link to PCIs: Environmental issues: learners are familiarised with some of the animals that went into the boat.</p>				
<p>Link to other Activity Areas: Language Activities: The concept of listening to Bible stories relates to the concept of storytelling in Language activities.</p>				

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability mention five ways of handling the Holy Bible with respect.	Creatively mentions five ways of handling the Holy Bible with respect.	Mentions five ways of handling the Holy Bible with respect.	Mentions three to four ways of handling the Holy Bible with respect. .	Mentions below three ways of how to handle the Holy Bible with respect. .
Ability to state three actions that show obedience to parents	States three actions that show obedience to parents illustratively.	States three actions that show obedience to parents.	States two actions that show obedience to parents	States only one action that show obedience to parents
Ability to narrate the story of Noah and the Ark.	Narrates the story of Noah and the boat in details.	Narrates the story of Noah and the boat	Narrates the story of Noah and the boat but omits minor details.	Narrates the story of Noah and the boat but omits major details

STRAND: 3.0 THE LIFE OF JESUS CHRIST

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>3.0 The Life of Jesus Christ</p>	<p>3.1 The Birth of Jesus Christ (9 lessons)</p>	<p>By the end of the lesson, the learner should be able to:</p> <p>a) dramatize the birth of Jesus Christ, b) tell one importance of the birth of Jesus Christ, c) acknowledge Jesus Christ as the son of God.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • picture- read the story of the birth of Jesu Christ: Luke 2: 7-13, • role-play the events that took place during the birth of Jesus Christ, • in turns talk about one importance of the birth of Jesus Christ, • watch a video clip about the birth of Jesus Christ, • colour drawn pictures about events that took place during the birth of Jesus Christ. • sing songs about the birth of Jesus Christ. 	<p>Why is the birth of Jesus Christ important to Christians today?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: self-expression is developed as learners undertake tasks that encourage artistic expression of ideas by drawing and colouring pictures about the birth of Jesus Christ. 				

<p>Value: Unity: cooperation is enhanced as learners share drawing and colouring materials with others.</p>
<p>Link to Pertinent Contemporary Issues (PCIs): Citizenship: integrity- learners demonstrates integrity by sharing drawing and colouring materials with other learners.</p>
<p>Link to other Activity Areas: Environmental Activities: The concept of the birth of Jesus Christ relates to the concept of family in Environmental activities.</p>

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>3.0 The Life of Jesus Christ</p>	<p>3.2 Celebrating the Birth of Jesus (9 lessons)</p>	<p>By the end of the sub strand, the learner should be able to: a) tell how they celebrate the birth of Jesus Christ, b) observe pictures of the wise men, c) sing songs related to the birth of Jesus Christ.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • share experiences of how they celebrate their birthdays, • tell how they celebrate Christmas, • sing and dance to pre-recorded Christmas carols, • picture read the visit of the wise men: Matthew 2:9-11, • colour drawn pictures of the wise men, • colour drawn pictures of gifts presented to baby Jesus, • in groups, sing songs about the birth of baby Jesus , 	<p>Why do Christians celebrate the birth of Jesus Christ?</p>

			<ul style="list-style-type: none"> • recite a poem about baby Jesus , • record each other as they recite the poem, • improvise cards with a Bible message on the birth of Jesus Christ, • display the cards in the CRE learning corner. 	
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Core Competence to be developed:

Communication and Collaboration: teamwork is enhanced as learners recognize and value ideas of others' and contribute to group tasks.

Value:

Responsibility: self-drive is portrayed as learners work together to improvise cards with a Bible message.

Link to Pertinent Contemporary Issues (PCIs):

Education for Sustainable Development (ESD): digital literacy: learners acquire digital literacy skills necessary to shape a sustainable future as they video record each other reciting a poem about baby Jesus.

Link to other Activity Areas:

Environmental Activities: the concept of celebrating the birth of Jesus Christ relates to the concept of family in Environmental activities.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
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Ability to dramatize the birth of Jesus Christ.	Dramatizes the birth of Jesus Christ in details.	Dramatizes the birth of Jesus Christ.	Dramatizes the birth of Jesus Christ but omits minor details.	Dramatizes the birth of Jesus Christ but omits major details.
Ability to tell one importance of the birth of Jesus Christ.	Tells the importance of the birth of Jesus Christ in details.	Tells the importance of the birth of Jesus Christ.	Tells the importance of the birth of Jesus Christ but omits minor details.	Tells the importance of the birth of Jesus Christ but omits major details.

STRAND: 4.0 CHRISTIAN VALUES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
<p>4.0 Christian Values</p>	<p>4.1 Respecting Parents (9 lessons)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) mention four ways they show respect to parents,</p> <p>b) recite a Bible verse about respecting parents,</p> <p>c) show respect to people at home, and in school.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • tell how they show respect to the elderly, • role play ways of showing respect to parents/elders for example, use of polite words, greeting elders with respect, • in turns, recite Ephesians 6:1, • take turns to tell why he or she should respect parents: Ephesians 6:2-3, • role play ways of showing respect to parents, • sing songs about respecting parents. 	<p>How do you show respect to parents?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Citizenship: learners tell how they show respect to the elderly/parents by using polite words. • Collaboration: learners actively participate in group activities. 				
<p>Value: Respect: learners display positive regard for self and others as they take turns to tell why they should respect parents and the elderly.</p>				
<p>Link to Pertinent Contemporary Issues (PCIs):</p>				

Social Cohesion: learners show positive behaviour by respecting each other as they perform various tasks.

Link to other Activity Areas:

Environmental Activities: the concept of respect for parents relates to the concept of proper behaviour at home and school in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
4.0 Christian Values	4.2 Responsibility (9 lessons)	By the end of the sub strand, the learner should be able to: a) mention items they carry to school, b) take care of the items they use in school, c) list three chores they do at home and school, d) desire to show responsibility by taking care of their items.	The learner is guided to: <ul style="list-style-type: none"> • listen to Colossians 3:23, • mention items they use in school, • display and count the items they carry to school, • in pairs list the use of each item, • draw and colour items they carry to school • say how they take care of items they use at school, • sing a song about items they carry to school, • say why they should not forget school items at home, • talk about the simple chores they do at home, • in turns talk about the activities they do in school, 	How do you take care of your items?

			<ul style="list-style-type: none"> • take part in collecting litter, sweeping or watering plants, • use protective gear as they collect litter in the school compound, • recite a simple poem on responsibility. 	
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Core Competencies to be developed:

Citizenship: learners develop active community/family life skills as they help with chores at home and in school.

Value:

Patriotism: learners demonstrate responsibility at home and school as they engage in guided activities.

Link to Pertinent Contemporary Issues (PCIs):

Responsibility: social cohesion is enhanced as learners perform assigned responsibilities at home and school.

Link to other Activity Areas:

Environmental activities: The concept of responsibility to self and others relates to the concept of responsibility at home and school in Environmental activities.

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to mention four ways they show respect to parents	Mentions four ways they show respect to parents creatively.	Mentions four ways they show respect to parents.	Mentions four to three ways they show respect to parents.	Mentions one to two ways they show respect to parents.
Ability to recite a Bible verse about respecting parents	Confidently and fluently recites a	Recites a Bible verse about respecting parents.	Recites a Bible verse about respecting parents but lacks confidence	Recites a Bible verse about

	Bible verse about respecting parents			respecting but misses out some words
Ability to take care of the items they use in school	Takes care of the items they use in school and encourages others to do so.	Takes care of the items they use in school.	Takes care of some of the items they use in school.	Takes care of some of the items they use in school but require consistent support.
Ability to list three chores they do at home and school	Lists more than three chores they do at home and school.	Lists three chores they do at home and school.	Lists two chores they do at home and school.	Lists one chore they do at home and school.

STRAND: 5.0 THE CHURCH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.1 A House of God (9 lessons)	By the end of the sub strand, the learner should be able to: a) tell how children should behave in church, b) dramatize how they behave in church, c) recite a simple Bible verse about the church, d) behave appropriately when in Church.	The learner is guided to: <ul style="list-style-type: none"> • draw and colour a Church, • model a church, • in turns talk about how they behave in church, • watch a video clip of children behaving well in church, • role play how to behave while in Church, • recite poems about the church, • sing songs about the church, • recite Matthew 21:13A. <i>“My house shall be called a house of prayer.”</i> 	Why is the church a Holy place?
Core Competencies to be developed: <ul style="list-style-type: none"> • Digital Literacy: learner adopts new digital technology skills as they watch video clips on appropriate behaviour while in church. • Creativity and Imagination: learners showcase exploration skills and originality through drawing, colouring, and modelling the church. 				
Values:				

Social justice: The learners demonstrate cooperation by equitably sharing resources with others, as they share materials for drawing and colouring the church.

Link to Pertinent Contemporary Issues (PCIs):

Self Esteem: learners demonstrate confidence as they role play how to behave in Church.

Link to other Activity Areas:

Environmental Activities: the concept of appropriate behaviour relates to the concept of good behaviour in Environmental activities.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
5.0 The Church	5.2 Church Activities (10 lessons)	By the end of the sub strand, the learner should be able to: a) list four activities they do in church, b) dramatize activities they do in Church, c) enjoy participating in church activities.	The learner is guided to: <ul style="list-style-type: none"> • talk about activities they do in church, • observe a picture gallery of children doing different activities in church, • dramatise the activities they do in church, • visit a church in the neighbourhood and sing and dance to different songs, • use different musical instruments such as tambourine, shakers, drums ,kayambas to perform songs familiar to them, • recite a poem on activities they do in church, • observe road safety precautions as they visit a church in the school neighbourhood, • take turns to tell why they enjoy participating in church activities. 	Why should you take part in church activities?
Core Competencies to be developed:				

- **Communication and Collaboration:** learners embrace teamwork as they listen to each other's ideas and patiently wait for their turn to air views.
- **Self-efficacy:** learners display confidence as they role play activities they do in Church.

<p>Value: Unity: learners work towards achieving a common goal as they take on different roles to perform various tasks.</p>
<p>Link to Pertinent Contemporary Issues (PCIs): Environmental Education: learners are provided with opportunities to visit a church in the neighbourhood and sing and dance to different songs in the company of a teacher.</p>
<p>Link to other Activity Areas: Creative Activities: activities such as singing and dancing relates to the concept of performing in Creative activities.</p>

Suggested Assessment Rubric

Level Indicator	Exceeding Expectations	Meeting Expectations	Approaching Expectations	Below Expectations
Ability to dramatize how they behave in church.	Dramatizes how they behave in church with confidence.	Dramatizes how they behave in church.	Dramatizes how they behave in church but lacks confidence.	Attempts to dramatize how they behave in church with support.
Ability to list four activities they do in church.	Lists more than four activities that they do in church.	Lists four activities they do in church.	Lists two to three activities they do in church.	Lists one to two activities they do in church.

APPENDICES

APPENDIX I:

CSL 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:

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 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, ASSESSMENT TOOLS AND NON FORMAL PROGRAMMES

Suggested Resources	Suggested Assessment Methods	Suggested Assessment Tools	Non-Formal Programmes to Support Learning
<ul style="list-style-type: none">• Good News Bible• The Children’s Bible• ICT devices• Flashcards• Picture cut-outs• Picture books• Modelling materials (clay, dough, plasticine)• Colouring materials (Coloured pencils/chalk/crayons)• Wallcharts• Musical instruments (e.g. shakers, drums etc)• Improvised costumes and materials for role-play	<ul style="list-style-type: none">• Oral questions• Observations• Portfolios	<ul style="list-style-type: none">• Checklists• Observation schedules• Anecdotal records• Portfolio• Written tests	Programmes of Pastoral Instruction (PPI).