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SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

COMMUNITY SERVICE LEARNING



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
2024

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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
Nurturing Every Learner's Potential

SENIOR SCHOOL CURRICULUM DESIGN

GRADE 10

COMMUNITY SERVICE LEARNING

JUNE, 2024

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. Promote social equity and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

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

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

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

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR SENIOR SCHOOL

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English* or *Kiswahili Kipevu* with additional two lessons. It is recommended that **AT LEAST TWO** learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for **ONE** learning area from the chosen Pathway and a maximum of **TWO** learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

Compulsory Subjects	Science, Technology, Engineering & Mathematics (STEM)	Social Sciences	Arts & Sports Science
1. English 2. Kiswahili/KSL 3. Community Service Learning 4. Physical Education <i>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</i>	5. Mathematics/Advanced Mathematics 6. Biology 7. Chemistry 8. Physics 9. General Science 10. Agriculture 11. Computer Studies 12. Home Science 13. Drawing and Design 14. Aviation Technology 15. Building and Construction 16. Electrical Technology 17. Metal Technology 18. Power Mechanics 19. Wood Technology 20. Media Technology* 21. Marine and Fisheries Technology*	22. Advanced English 23. Literature in English 24. Indigenous Language 25. Kiswahili Kipevu/Kenya Sign Language 26. Fasihi ya Kiswahili 27. Sign Language 28. Arabic 29. French 30. German 31. Mandarin Chinese 32. History and Citizenship 33. Geography 34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education 35. Business Studies	36. Sports and Recreation 37. <i>Physical Education (C)</i> 38. Music and Dance 39. Theatre and Film 40. Fine Arts

LESSON DISTRIBUTION AT SENIOR SCHOOL

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

ESSENCE STATEMENT

The Kenya Vision 2030 places great emphasis on the link between education and the labour market, the need to impart entrepreneurial skills, competencies and strengthen partnerships with the private sector. Community Service Learning (CSL) is a core subject at the Senior School that seeks to address these concerns by not only developing employability skills in the learner but also promoting the ability to create jobs. Community Service Learning covers aspects of Citizenship, Life Skills, Action Research and Social Entrepreneurship. It builds on knowledge, skills, values and attitudes acquired from all Learning Areas in Junior School. It is expected that through CSL the learner will develop competencies of learning to learn, critical thinking and problem solving. Additionally, they will nurture the values of respect, responsibility, patriotism and integrity while strengthening their interpersonal and communication skills as they address pertinent and contemporary issues in the community.

Community Service Learning emphasises experiential learning through engagement in community service activities and reflection. It focuses on learner-centred transformative and active learning approaches. These approaches engage learners in collaborative learning, inquiry-based, problem-based, project-based and place-based learning. This enables them to build knowledge, practise the appropriate skills, present evidence of the skills, and provide feedback on the lessons learnt. It also provides learners with opportunities to apply knowledge, skills, attitudes and values acquired from other learning areas in different contexts as they participate in beneficial service to the community. Learners are therefore able to link what is learnt in class with the community needs through service provision and experiences for both their academic and personal development. Further, CSL provides an opportunity for mutual benefit for both learner and respective communities as it prepares the learner to identify problems at local, national, regional and global levels.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Senior School, the learner should be able to:

1. Participate and respond to issues in the community for mutual benefit and learning at the local, national, regional and global levels as a responsible citizen.
2. Cultivate respect and appreciation of diversity in communities for harmonious living within the broader community.
3. Demonstrate ability to apply life skills, financial literacy skills, use resources prudently and establish sustainable social enterprises for mutual social and economic wellbeing.
4. Develop and apply research skills for the transformation of self and community.
5. Act with integrity, care for others and contribute to the progress of humanity while upholding desirable values.
6. Appreciate the role of Community Service Learning in addressing pertinent and contemporary issues in the community.

SUMMARY OF STRANDS AND SUB STRANDS

S/N	Strand	Sub Strands	Suggested Number of Lessons
1.0	Citizenship	1.1 Concept of CSL	6
		1.2 Community Needs	12
		1.3 Leadership Development	6
		1.4 Intercultural Competence	8
2.0	Life Skills	2.1 Self-Awareness in the Community	4
		2.2 Conflict Resolution	6
		2.3 Responsible Decision Making	6
3.0	Action Research	3.1 Introduction to Action Research	8
		3.2 Problem Identification	10
		3.3 Implementation Process	18
4.0	Social Entrepreneurship	4.1 Social Entrepreneurship Process	6
		4.2 Opportunity Identification	10
		4.3 Social Enterprise Planning	12
		4.4 Resource Mobilisation	8
Total			120

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

STRAND 1.0: CITIZENSHIP

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
1.0 Citizenship	1.1 Concept of CSL (6 Lessons)	<p>By the end of the Sub Strand the learner should be able to:</p> <ol style="list-style-type: none"> explain the principles of CSL as a learning strategy, outline the rationale of CSL in the learning process, examine their own civic identity as a member of the community. examine the purpose of CSL in promoting responsible citizenry, appreciate the benefits of CSL for self and community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> use digital devices to research on the meaning of the terms Community, Community Service and Community Service Learning (CSL), discuss the difference between Community Service and Community Service Learning (CSL), brainstorm on the role of reflective practice in CSL, appreciate diverse opinions of others when discussing components of Community Service Learning that they will be engaged in throughout senior school (<i>community service projects, holiday community service, annual project</i>), team up to discuss characteristics of a community (<i>shared identity, common geographical area, shared purpose, values</i>) 	<p>How can I promote the wellbeing of a community and learn from the experience?</p>

			<ul style="list-style-type: none"> ● collaborate with peers to identify different types of communities (school community, immediate neighbourhood, regional, national, global and virtual community). ● discuss the rationale of CSL in the learning process, ● display team work when discussing the purpose of CSL in promoting responsible citizenry. ● build new knowledge, practise it, share with others, draw lessons from it and reflect on how they can improve on the activities that they have carried out. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: Learners use digital devices to research the meaning of the terms Community, Community Service and Community Service Learning (CSL). ● Communication and Collaboration: Learners speak engagingly and clearly as they discuss characteristics of a community. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions of others as they discuss components of Community Service Learning that learners will be engaged in throughout senior school. ● Unity: Learners display team work when discussing the purpose of CSL in promoting responsible citizenry. 				

Pertinent and Contemporary Issues (PCIs):

Social cohesion: Learners demonstrate mutual co-existence when working in groups to identify different types of communities.

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Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
1.0 Citizenship	1.2 Community Needs (12 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) categorise various needs in the community, b) map potential community resources for CSL activities, c) explore various community stakeholders for partnership in CSL activities, d) realise the vastness of needs and resources within their communities for their CSL activities. 	<p>Learners are guided to:</p> <ul style="list-style-type: none"> ● work in collaboration with community to study the existing needs in the community and note down their observations, ● team up to sort community needs into various categories (<i>environmental, political, social, economic, technological</i>), ● document community needs into a database using digital or print resources, ● display team spirit as they collaboratively explore the community for various locally available resources for CSL activities, document and make presentations, 	<p>How can we determine needs to be addressed in the community?</p>

			<ul style="list-style-type: none"> ● discuss relevant community partners with whom they could forge partnerships for acquisition of resources to address different needs for CSL activities, ● document the community partners and the potential roles they could play in supporting CSL activities and share in class. ● create and maintain database of community needs, resources and community stakeholders for CSL activities. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and Collaboration: Learners speak engagingly with community members when exploring existing needs in the community. ● Digital Literacy: Learners use digital devices to create a database on identified community needs. 				
<p>Values:</p> <p>Unity: Learners displays team spirit as they collaboratively explore the community for various locally available resources for CSL activities.</p>				

Pertinent and Contemporary Issues (PCIs):

Civic Responsibility: Learners develop civic responsibility as they document community needs into a database using digital or print resources

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Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
1.0 Citizenship	1.3 Leadership Development (6 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) examine qualities of an effective leader, b) assess different styles of leadership relevant to community initiatives, c) develop guidelines to govern leadership activities, d) apply leadership skills in executing leadership actions, e) recognise the need for effective leadership in executing CSL activities. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● carry out research using digital devices or print media on the attributes and skills of a good leader while observing online safety and present the findings in class, ● read case studies or watch brief documentaries of successful local and world leaders who applied different leadership styles and their achievements (<i>transformative, democratic, situational, servant</i>) ● brainstorm and write down the leadership roles and responsibilities relevant for managing CSL group activities, ● develop CSL guidelines by planning, thinking of possible challenges and mitigating them and asking for help when necessary using the template 	<p>How can we develop effective leaders?</p>

			<p>provided,(<i>different leadership roles and responsibilities, procedures of carrying out an election, managing rotation of roles, leadership transition, daily running of group activities, addressing organisational challenges</i>)</p> <ul style="list-style-type: none"> ● apply public speaking skills to speak influentially by engaging other learners and articulating a compelling vision for the leadership position they are seeking and persuading them to vote for them. ● elect leaders for different roles for their CSL group activities according to the procedures as laid out in the guidelines and display good governance. ● carry out reflection sessions on the effectiveness of the guidelines when writing and the election processes. 	
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Core Competencies to be developed:

- Self-efficacy: Learners show a concerted attention to detail while developing the simple CSL constitution by planning, thinking of possible challenges and mitigating them and asking for help when necessary.
- Communication and Collaboration: Learners apply public speaking skills to speak influentially by engaging other learners and articulating a compelling vision for the leadership position they are seeking and persuading them to vote for them.
- Learning to Learn: Learners carry out a research on attributes and skills of a good leader and present in class.

Values:

Integrity: Learners adhere to laid down procedure in the guidelines as they elect leaders for different roles for their CSL group activities.

Pertinent and Contemporary Issues (PCIs):

Good governance: Learners develop attributes of good governance as they elect leaders for roles in their CSL activities.

Strand	Sub Strand	Suggested learning experiences	Suggested learning outcomes	Key Inquiry Questions
1.0 Citizenship	1.4 Intercultural competence (8 Lessons)	By the end of the sub strand the learner should be able to: a) analyse the concept of intercultural competence b) participate in intercultural activities in the community c) exhibit positive attitudes towards different cultures, d) recognise the importance of promoting social cohesion among people of varied cultures.	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm the concept ‘intercultural competence’ (<i>cultural awareness, cultural knowledge, cultural sensitivity</i>) ● discuss intercultural issues about different cultures and how they are propagated while displaying tolerance (<i>stereotypes, misconceptions and biases, hostilities</i>) ● use the internet to research, case studies of existing positive intercultural interactions and how they are upheld (<i>tolerance, curiosity, respect, empathy, open-mindedness, humility</i>) ● discuss different cultures existing within the 	<ol style="list-style-type: none"> 1. How can we promote healthy interactions between peoples of different cultures? 2. How can you best respond to common stereotypes or misconceptions about your culture?

			<p>immediate environment and their various elements/features.</p> <ul style="list-style-type: none">● design and present role plays on intercultural activities,● engage community members from identified cultures in a dialogue to learn about their cultures and assess any needs/gaps in cohesion and harmony with other cultures,● discuss ideas that promote intercultural competence among community members of different cultures seeking the input of the community.● select the most viable and acceptable activity to implement,● draw a plan and implement the intervention in collaboration with community members,	
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			thereby acquiring respect and acceptance of diversity, <ul style="list-style-type: none"> ● reflect on the activities done and their effectiveness in promoting intercultural competence 	
Core Competencies to be developed: <ul style="list-style-type: none"> ● Creativity and Imagination: Learners undertake tasks that show the ability to use imagination to generate ideas that promote intercultural competence in their communities. ● Citizenship: Learners acquire respect and acceptance of heterogeneity as they plan and implement activities to promote intercultural competence in their communities. 				
Values: <ul style="list-style-type: none"> ● Respect: Learners accommodate divergent opinions when discussing different cultures existing within the immediate environment and their various elements/features. ● Social Justice: Learners display tolerance when discussing internalised stereotypes, misconceptions and biases about different cultures 				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners demonstrate mutual co-existence while engaging community members from identified cultures in a dialogue to learn about their cultures and assess any needs/gaps in cohesion and harmony with other cultures.				

Suggested Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the principles of CSL as a learning strategy.	Explains the principles of CSL as a learning strategy citing relevant examples.	Explains the principles of CSL as a learning strategy.	Explains the principles of CSL as a learning strategy leaving out minor details.	Explains the principles of CSL as a learning strategy leaving out major details.
Ability to analyse the concept of intercultural competence.	Analyses the concept of intercultural competence in detail.	Analyses the concept of intercultural competence.	Analyses the concept of intercultural competence while leaving out minor details.	Analyses the concept of intercultural competence while leaving out major details.
Ability to categorise various needs in the community.	Categorises various needs in the community citing relevant examples.	Categorises various needs in the community.	Categorises various needs in the community but omits minor critical needs in each category.	Categorises various needs in the community but omits most critical needs in each category.
Ability to develop a simple CSL constitution to guide leadership activities.	Develops a simple CSL constitution to guide leadership activities with illustrations.	Develops a simple CSL constitution to guide leadership activities.	Develops a simple CSL constitution to guide leadership activities but omits major critical steps.	Develops a simple CSL constitution to guide leadership activities but omits minor critical steps.

Ability to apply leadership skills in executing leadership actions during CSL activities.	Applies exemplary leadership skills in executing leadership actions during CSL activities.	Applies leadership skills in executing leadership actions during CSL activities.	Applies leadership skills in executing leadership actions during CSL activities with minor inconsistencies.	Applies leadership skills in executing leadership actions during CSL activities with major inconsistencies.
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STRAND 2.0: LIFE SKILLS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Life Skills	2.1 Self-Awareness in the Community (4 Lessons)	By the end of the Sub Strand, the learner should be able to: a) explain factors that influence public self-awareness, b) analyse the importance of positive public-image, c) apply public consciousness (mindfulness of others) in day-to-day life, d) appreciate my positive public image in the community.	The learner is guided to: <ul style="list-style-type: none"> ● use digital or print resources to search and discuss the i) meaning of, and ii) factors that influence ‘public self-awareness’ ● discuss the importance of public-image (<i>mannerisms, expressive qualities and decisions</i>) and make presentations in class, ● critique (with guidance) selected personalities’ public image against their perceived effectiveness in their roles, ● tell stories about themselves to their classmates, then respectively receive feedback about their public image, ● share their perceived public image with friends in class and how they can possibly enhance it, ● watch appropriate video clips on enhancing public self-images, 	<ol style="list-style-type: none"> 1. Why is public self-awareness important? 2. How can I improve my public self-awareness?

			<ul style="list-style-type: none"> • write articles on different personalities in society depicting how their public image has worked for them and present in class.. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: Learners discuss the importance of public-image (<i>mannerisms, expressive qualities and decisions</i>) and make presentations in class. • Creativity: Learners write articles on different personalities in society depicting how their public image has worked for them and present in class. 				
<p>Pertinent and Contemporary Issues (PCIs): Social Cohesion: Learners share their perceived public image with friends in class and how they can possibly enhance it,</p>				
<p>Values: Respect: Learners tell stories about themselves to their classmates, then respectively receive feedback about their public image.</p>				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Life Skills	2.2 Conflict Resolution (6 Lessons)	<p>By the end of the Sub Strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) explain situations in the community where conflicts might arise in day to day life, b) discuss approaches of solving conflicts in the community, c) apply strategies of solving conflicts in the community, d) appreciate peaceful conflict resolution in the community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm on the situations of conflicts in the community and share in class, ● use digital or print resources to search for ways of solving conflicts in the community, ● analyse approaches of solving conflicts in their community for fairness, ● watch relevant video clips on methods of solving conflicts in the community, ● role play conflict resolution strategies in the class, ● reflect on personal conflict resolution experiences and share lessons learned; ● document personal experiences on peaceful conflict resolution in the community. 	<p>How can I contribute to positive conflict resolution in the community?</p>

Core Competencies to be developed:

- **Communication:** Learners speak clearly as they brainstorm on situations of conflicts in the community and share in class.
- **Digital Literacy:** Learners use digital devices to watch relevant video clips on methods of solving conflicts in the community

Pertinent and Contemporary Issues (PCIs):

Peace Education: Learners journalise personal experiences on peaceful conflict resolution in the community.

Values:

- **Unity:** Learners display team spirit brainstorm on situations of conflicts in the community and share in class.
- **Social justice:** Learners observe fairness as they discuss ways of solving conflicts in their community.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.0 Life Skills	2.3 Responsible Decision-making (6 Lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) describe decision-making process in day-to-day life, b) evaluate qualities of responsible decisions, c) make responsible decisions in daily life, d) appreciate responsible decisions in life. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss and analyse different decisions in day to day life, in light of decision- making process, ● engage a resource person on qualities of responsible decisions, ● share experiences encountered on responsible and irresponsible decisions in day-to-day life and how to curb irresponsible decisions, ● watch guided video clips showing effects of responsible and irresponsible decisions and critique them, ● create and act skits on responsible decisions on pertinent issues in the community. ● role play scenarios, reflect and make responsible decisions 	How can I make responsible decisions in life?

Competencies to be Developed:

- Creative thinking: Learners create and act skits on responsible decisions on pertinent issues in the community.
- Learning to Learn: Learners look for more information as they engage a resource person on qualities of responsible decisions.

Pertinent and Contemporary Issues (PCIs):

Civic responsibility: Learners share experiences encountered on responsible and irresponsible decisions in day-to-day life.

Values:

- Responsibility: Learners accomplish the task of sharing experiences encountered on responsible and irresponsible decisions in day-to-day life
- Unity: Learners collaborate as they create and act skits on responsible decisions on pertinent issues in the community.

Suggested Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse the importance of positive public-image,	Comprehensively analyses the importance of positive public-image	Analyses the importance of positive public-image	Fairly analyses the importance of positive public-image	With prompts analyses the importance of positive public-image
Ability to apply ways of solving conflicts in the community	Thoroughly applies ways of solving conflicts in the community	Applies ways of solving conflicts in the community	To a certain extent applies ways of solving conflicts in the community	With assistance applies ways of solving conflicts in the community
Ability to make responsible decisions in daily life	Always make responsible decisions in daily life	Makes responsible decisions in daily life	Sometimes makes responsible decisions in daily life	Rarely makes responsible decisions in daily life

STRAND 3.0 ACTION RESEARCH

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Action Research	3.1 Introduction to Action Research (8 Lessons)	By the end of the sub-strand the learner should be able to: a) explain the meaning of action research b) analyse the characteristics of action research, c) illustrate the cycle of action research, d) use action research cycle to address issues in the community, e) appreciate action research in addressing challenges in the community.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices or print materials to find the meaning of action research, ● discuss the meaning of action research as it applies in problem solving, ● using digital devices or print materials to search for the characteristics of action research (<i>Reflection, continuous, factual, visible, practical and interesting</i>) and illustrate them for class presentation, ● illustrate the cycle (<i>plan, act, observe, reflect</i>) of action research and present in class, ● brainstorm on the importance of action research while appreciating the diverse perspectives shared 	How can you apply action research to address an issue in the community?

			<ul style="list-style-type: none">● review case studies on action research projects addressing community issues,● identify and discuss the phases, cycles, and characteristics used in each case study,● collaborate to design a mock action (role play, simulation) research project focused on solving a community issue● present the project plan to the class, explaining how the characteristics, phases, and cycles of action research are applied,● discuss the importance of action research in solving community issues and share,● listen to a resource person or a podcast or watch a video on how to effectively conduct action research,● create posters to raise awareness about what action research is and its importance in solving community issues,	
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			<ul style="list-style-type: none"> ● reflect on the role of action research in addressing issues in the community 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem solving: The learner thinks critically as they analyse case studies to determine the principles, phases and cycles. ● Creativity and Imagination: The learner design a poster to create awareness on what action researches us and its importance in solving community issues. ● Communication and Collaboration: Learner work together with others to design a mock action research and present the action research. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: Learners work as part of a group to model a mock action research where they will display team spirit. ● Responsibility: Learners proactively participate in designing a mock action research as they engage in assigned roles and those of others 				
<p>Pertinent and Contemporary Issues (PCIs): Social Awareness Skill as learners use effective communication during discussions and presentation activities</p>				

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Action Research	3.2 Problem identification (10 Lessons)	By the end of the sub-strand, the learner should be able to: a) critique given scenarios to identify the problem in a community, b) use data collection tools to record the characteristics of the problem identified, c) analyse simple data to determine the nature and extent of the problem, d) document and manage data for information dissemination, e) appreciate the importance of accurate documentation for effective problem resolution.	The learner is guided to: <ul style="list-style-type: none"> ● work in small groups to identify a problem from a scenario by applying problem identification techniques discussed in class, ● design and use simple data collection tools to document problems highlighted from the scenario, (<i>observation tools, tally tools, online forms and checklists.</i>) ● conduct simple analysis of the data collected by counting and tallying from the class scenarios, ● present their analysed data using varied media including digital devices, ● prepare summary reports on observations using various formats and multimedia and present, 	How can effective problem identification help in addressing real life issues in the community?

			<ul style="list-style-type: none"> ● manage data collection, handling, organisation analysis and reporting while maintaining integrity, ● demonstrate mutual co existence while participating in reflection activities to draw lessons from the class activity, ● use digital devices to document and manage the data for sharing. The data can also be stored manually through filing. 	
<p>Core Competencies to be developed: Communication and Collaboration: Learners speak engagingly and clearly as they present their analysed data.</p>				
<p>Values: Integrity: Learners display honesty in exhibiting integrity in data handling- collection, organisation analysis and reporting</p>				
<p>Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners demonstrate mutual co-existence while participating in reflection activities to draw lessons from the class activity.</p>				

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
3.0 Action Research	3.3 Implementation Process (18 Lessons)	By the end of the sub-strand the learner should be able to: a) identify a viable solution to address a community problem, b) create an implementation plan focusing on the identified solution, c) implement the plan to address the identified problem d) develop a reflective report on the implemented action, e) appreciate the process of	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on potential solutions to the identified problem within the school community, ● accommodate divergent opinions when discussing proposed solutions by evaluating the required time, human and financial resources, scope, and potential impact, ● engage in class dialogue, consultation, and voting to determine the most viable solution to the problem, ● work in project teams to design a detailed implementation plan (<i>timeline, milestones, resource allocation, personnel responsibilities, reporting templates,</i>) ● carry out the implementation activities in teams by collecting 	How can we implement a comprehensive project plan and ensure continuous improvement through reflective practices?

		<p>designing solutions to address challenges in the community.</p>	<p>data using checklists, observations, tallies, and trend analysis, and by holding reflective meetings to review progress,</p> <ul style="list-style-type: none"> ● conduct reflection activities to review the process, progress and identify areas of improvement, ● reflect and link how the activities have enhanced learning to appreciate the benefits of CSL. ● share the reports digitally or in print format (<i>charts, posters, videos, audio visual presentations, the school website, and school social media pages</i>) 	
<p>Core Competencies to be developed: Digital Literacy: Learners use digital devices to share reports using charts, posters, videos, audio visual presentations, the school website, and school social media pages.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners accommodate divergent opinions when discussing each proposed solution. ● Unity: Learners display team spirit while designing a detailed project. 				

Pertinent and Contemporary Issues (PCIs):

Online safety: Learners observe online safety as they use devices or print resources to share reports using charts, posters, videos, audio visual presentations, the school website, and school social media pages

Suggested Assessment Rubric				
Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to analyse the aspects of action research.	Analyses the aspects of action research citing relevant examples.	Analyses the aspects of action research.	Analyses the aspects of action research but omits minor details.	Analyses the aspects of action research but omits major details.
Ability to use an action research cycle to address issues in the community.	Uses the action research cycle to address issues in the community and documents the findings in detail.	Uses the action research cycle to address issues in the community.	Uses two aspects of the action research cycle to address issues in the community	Uses one aspect of the action research cycle to address issues in the community
Ability to use data collection tools to record the characteristics of the problem identified.	Uses data collection tools to record the characteristics of the problem identified in detail.	Uses data collection tools to record the characteristics of the problem identified	Uses 2 data collection tools to record the characteristics of the problem identified	Uses 1 data collection tool to record the characteristics of the problem identified

Suggested Assessment Rubric				
Indicator \ Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to create an implementation plan focusing on the identified solution.	Creates an implementation plan focusing on the identified solution with illustrations.	Creates an implementation plan focusing on the identified solution.	Creates an implementation plan focusing on the identified solution but leaves minor steps.	Creates an implementation plan focusing on the identified solution but leaves major steps.

STRAND 4.0: SOCIAL ENTREPRENEURSHIP

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Social Entrepreneurship	4.1 Social Entrepreneurship Process (6 lessons)	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> a) distinguish social entrepreneurship from other types of enterprises, b) analyse the process of a social enterprise development in the community, c) apply appropriate approaches to sensitise the community on the benefits of social enterprises, d) appreciate the benefits of social 	The learner is guided to: <ul style="list-style-type: none"> ● think-pair-share on the concept of social entrepreneurship and appreciate each other's ideas (<i>what is a social enterprise, features of social enterprises- people, profit, practice and planet</i>), ● watch a video clip on social entrepreneurship and or invite resource persons to speak about social entrepreneurship, ● watch and review video clips on successful social entrepreneurs, ● share personal experiences about social enterprise, ● search using digital devices or print media on the differences between social enterprise and other enterprises while observing online safety 	How can social entrepreneurship promote the welfare of a community?

		<p>enterprise in the community.</p>	<ul style="list-style-type: none"> ● brainstorm the differences between social enterprises and other enterprises ● discuss the social enterprise development process (<i>opportunity identification, enterprise planning, resource mobilisation and implementation</i>) while respecting divergent opinions ● research using print media and the internet and make presentations on the benefits of social enterprise for the community, ● creatively design, prepare and display materials for sensitising the community on the benefits of social entrepreneurship (<i>posters, charts, flyers, brochures</i>) 	
<p>Core competencies to be developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners speak clearly and engagingly while discussing the benefits of social entrepreneurship in the community 				

- Digital literacy: Learners use digital devices to search on the differences between social enterprise and other enterprises

Values:

Respect: Learners respect divergent opinions while discussing the social enterprise development process

Pertinent and Contemporary Issues:

Online safety: Learners observe online safety while searching using digital devices on the differences between social enterprise and other enterprises

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Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Social Entrepreneurship	4.2. Opportunity Identification (10 Lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) assess the needs of the community for a social enterprise, b) develop social enterprise ideas for the community, c) select viable social enterprise ideas with the community, d) develop genuine interest in social entrepreneurship in addressing community issues. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe the local community to identify community needs for a social enterprise, ● prioritise the needs generated to identify opportunities for social enterprise, ● brainstorm on the social enterprise opportunities as they speak clearly and engagingly, ● discuss the social enterprise opportunities with the community (<i>school or neighbours</i>), ● collaborate with others to observe and interview the community to identify the resources available for the social enterprise opportunity, ● critique different social enterprise opportunities presented, 	<p>How can I identify social enterprise opportunities in the community?</p>

			<ul style="list-style-type: none"> ● reflect on the social enterprise opportunities critiqued and refine them, ● engage in civic responsibility when prioritising and selecting a viable social enterprise opportunity for adoption with the community (<i>school administration and community leaders</i>). 	
<p>Core competencies to be developed: Communication and Collaboration: Learners speak clearly and engagingly as they brainstorm on social enterprise opportunities.</p>				
<p>Values: Unity: Learner collaborates with others to observe and interview the community to identify the resources available for the social enterprise opportunity.</p>				
<p>Pertinent and Contemporary Issues: Civic responsibility: Learner engages in civic responsibility when prioritising and selecting the viable social enterprise opportunity for adoption with the community.</p>				

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Social Entrepreneurship	4.3. Social Enterprise Planning (12 Lessons)	<p>By the end of the sub strand the learner should be able to:</p> <ul style="list-style-type: none"> a) evaluate the social enterprise planning process, b) develop a social enterprise plan for the opportunity identified, c) critique a social enterprise plan for refinement d) value planning for social enterprise in the community, 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● brainstorm as a class on the concept of social enterprise planning, ● discuss as a class on the process of social enterprise planning, ● display team spirit as they develop social enterprise plans using a social enterprise plan template (<i>purpose, product/service, key activities, impact, duties and responsibilities, resources</i>), ● observe social enterprise competitors and strategize on how to improve, ● speak clearly when presenting and critiquing different social enterprise plans, ● reflect on the social enterprise plans and adjust, ● collaborate with others as they identify resources needed for 	<p>How can I develop a social enterprise plan for the community?</p>

			implementation of the selected social enterprise plan, <ul style="list-style-type: none"> ● prioritise and select the social enterprise plans (<i>consider low cost, impact and sustainability</i>), ● present the final social enterprise plan to the community for buy-in and input, ● revise the social enterprise plan based on the feedback received. 	
Core competencies to be developed: Communication and Collaboration: Learners speak clearly when presenting and critiquing different social enterprise plans.				
Values: Unity: display team spirit as they develop social enterprise plans using a social enterprise plan template.				
Pertinent and Contemporary Issues: Social skills are enhanced as the learner engages in discussions and presentations to their peers and community.				

Strand	Sub strand	Suggested learning outcomes	Suggested learning experiences	Key Inquiry Questions
4.0 Social Entrepreneurship	4.4. Resource Mobilisation (8 Lessons)	By the end of the sub strand the learner should be able to: <ol style="list-style-type: none"> a) analyse the concept of resource mobilisation for social enterprise, b) develop a low-cost budget for social enterprise development, c) plan for resource gathering for implementation of a social enterprise plan, d) recognize the role of resource mobilisation for social enterprise. 	The learner is guided to: <ul style="list-style-type: none"> ● brainstorm on the concept of resource mobilisation in group (<i>meaning, strategies</i>), ● appreciates diverse opinions as they brainstorm and identify resources needed for implementation of a social enterprise plan, ● select resources needed for implementation of the social enterprise plan, list and cost the required resources, ● collaborate with others to develop a budget for social enterprise, ● use locally available materials to improvise required resources for the social enterprise, ● discuss ways of acquiring other resources not locally available (<i>donations, cost</i> 	How do I acquire resources for the establishment of a social enterprise?

			<p><i>sharing, income generating activities, partnerships, fund raising, among others),</i></p> <ul style="list-style-type: none"> ● map out the stakeholders needed to acquire the resources for a social enterprise, ● gather the resources and create an inventory, ● discuss ways of managing the acquired resources for the social enterprise plans. 	
<p>Core competencies to be developed: Creativity and Imagination: Learners explore new ideas when discussing ways of acquiring other resources not locally available.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect: Learners appreciate diverse opinions as they brainstorm and identify resources needed for implementation of a social enterprise plan. ● Unity: Learners collaborate with others to develop a budget for social enterprise. 				
<p>Pertinent and Contemporary Issues: Social awareness skills are enhanced as the learners map out the stakeholders needed to acquire the resource.</p>				

Suggested Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse the concept of resource mobilisation for social enterprise.	Analyses the concept of resource mobilisation for social enterprise with illustrations.	Analyses the concept of resource mobilisation for social enterprise.	Analyses the concept of resource mobilisation for social enterprise but omits minor details.	Analyses the concept of resource mobilisation for social enterprise but omits major details.
Ability to develop a low-cost budget for social enterprise development.	Develops a low-cost budget for social enterprise development with explicit examples.	Develops a low-cost budget for social enterprise development.	Develops a low-cost budget for social enterprise development but leaves minor steps.	Develops a low-cost budget for social enterprise development but leaves major details.
Ability to develop social enterprise ideas for the community.	Develops social enterprise ideas for the community in detail.	Develops social enterprise ideas for the community.	Develops social enterprise ideas for the community to some extent.	Develops social enterprise ideas for the community with assistance.
Ability to develop a low-cost budget for social enterprise development.	Develops a low-cost budget for social enterprise development with illustrations.	Develops a low-cost budget for social enterprise development.	Develops a low-cost budget for social enterprise development but omits most critical steps.	Develops a low-cost budget for social enterprise development but omits minor critical steps.

APPENDIX: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
1.0 Citizenship	1.1 Concept of CSL (6 Lessons)	<ul style="list-style-type: none"> a) Teacher made tests b) Observation c) Portfolio 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● TV/video/films/slides/Internet sources/Radio programmes 	<ul style="list-style-type: none"> ● CSL Club
	1.2 Community Needs (12 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Portfolio 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● TV/video/films/slides/Internet sources/Radio programmes 	<ul style="list-style-type: none"> ● Conducting a civic dialogue with community members ● Sensitisation meetings with community members on ways of addressing issues affecting them

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	1.3 Leadership Development (6 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Observation c) Project Work d) Portfolio 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● TV/video/films/slides/Internet sources/Radio programmes 	<ul style="list-style-type: none"> ● Conducting election of leaders for different roles for CSL group activities
	1.4 Intercultural competence (8 Lessons)	<ul style="list-style-type: none"> a) Oral Questions b) Observation c) Project Work d) Portfolio 	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● TV/video/films/slides/Internet sources/Radio programmes 	
2.0 Life skills	2.1 Self Awareness in the Community (4 Lessons)	<ul style="list-style-type: none"> a) Written tests b) Observation c) Portfolio d) Oral questions 	<ul style="list-style-type: none"> ● Digital resources ● Approved textbooks and other printed resources 	

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	2.2 Conflict Resolution (6 Lessons)	a) Written tests b) Oral questions	<ul style="list-style-type: none"> ● Digital resources such as video clips ● Approved textbooks and other printed resources 	
	2.3 Responsible Decision Making (6 Lessons)	a) Written tests b) Oral questions	<ul style="list-style-type: none"> ● Digital resources ● Digital resources such as video clips ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Acting skits on responsible decisions on pertinent issues in the community.
3.0 Action Research	3.1 Action Research (8 Lessons)	a) Written tests b) Observation c) Project Work a) Portfolio	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● TV/video/films/slides/Internet sources/Radio programmes ● Relevant application softwares 	<ul style="list-style-type: none"> ● Conducting a mock action (role play, simulation)research project focused on solving a community issue ● Developing posters to create awareness on an action to

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
				address a problem at a class level
	3.2 Problem Identification (10 Lessons)	a) Checklists b) Written tests c) Observation d) Portfolio e) Oral questions	<ul style="list-style-type: none"> ● Approved textbooks and other printed resources ● Video/films/slides/Internet sources/Radio programmes 	<ul style="list-style-type: none"> ● Data collection at class level
	3.3 Implementation Process (18 Lessons)	a) Written tests b) Observation c) Portfolio d) Oral questions	<ul style="list-style-type: none"> ● Digital resources ● Resource persons 	<ul style="list-style-type: none"> ● Carrying out a class dialogue to decide on a viable solution to problem ● Collecting data at class level

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
4.0 Social Entrepreneurship	4.1 Social Entrepreneurship (6Lessons)	<ul style="list-style-type: none"> a) Written tests b) Observation c) Portfolio d) Oral questions 	<ul style="list-style-type: none"> ● Digital resources ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Designing, preparing and display materials for sensitising the community on the benefits of social entrepreneurship (posters, charts, flyers, brochures)
	4.2 Opportunity Identification (10 Lessons)	<ul style="list-style-type: none"> a) Written tests b) Observation c) Portfolio d) Oral questions 	<ul style="list-style-type: none"> ● Digital resources ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Interviewing the community to identify the resources available for the social enterprise opportunity

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	4.3 Social Enterprise Planning (12 Lessons)	a) Written tests b) Observation c) Portfolio d) Oral questions	<ul style="list-style-type: none"> ● Digital resources ● Approved textbooks and other printed resources 	
	4.4 Resource Mobilisation (8 Lessons)	a) Written tests b) Observation c) Portfolio d) Oral questions	<ul style="list-style-type: none"> ● Digital resources ● Approved textbooks and other printed resources 	<ul style="list-style-type: none"> ● Negotiating with stakeholders to acquire the resources for a social enterprise, ● Gathering all the resources needed for the social enterprise



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