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KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 1, 2 & 3

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner acquire a sense of nationhood and patriotism. It should also promote peace and mutual respect for harmonious co-existence.

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

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in community and national development.

b) Economic Needs

Education should prepare a learner with requisite competences that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LESSON ALLOCATION AT LOWER PRIMARY

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

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

ENVIRONMENTAL ACTIVITIES

GRADE 1

ESSENCE STATEMENT

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

GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Cleaning My Body	13
	1.2 Our Home	8
	1.3 Family Needs	13
	1.4 Our School	9
	1.5 Our Market	9
2.0 NATURAL ENVIRONMENT	2.1 Weather and the Sky	12
	2.2 Soil	10
	2.3 Sound	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	14
	3.2 Plants	10
	3.3 Animals	10
	TOTAL NUMBER OF LESSONS	120

STRAND 1.0 SOCIAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Cleaning My Body <ul style="list-style-type: none"> • <i>Face</i> • <i>Teeth</i> • <i>Hands</i> • <i>Feet and Hair</i> <p>(13 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) identify materials used to clean different parts of the body,</p> <p>b) wash face, teeth, hands, feet, and hair using locally available materials,</p> <p>c) appreciate the importance of a clean body for personal hygiene.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • observe pictures and name materials used to clean different parts of the body, • draw and colour materials used to clean different parts of the body • match cleaning materials with pictures of body parts they are used to clean • watch a video clip or observe pictures on oral hygiene practises for personal well-being, • share information on problems related to oral hygiene, • practise brushing teeth for proper oral hygiene and personal well-being, • observe a demonstration on cleaning parts of the body, • follow appropriate steps to wash own face, hands, feet, and hair by careful use (no wastage) of cleaning agents and water, • sing a song or recite a poem on cleaning different parts of the body, 	<ol style="list-style-type: none"> 1. How do you clean your body parts? 2. Why should we clean our body parts?

			<ul style="list-style-type: none"> ● make and maintain a journal on cleaning different parts of the body for one week, ● make a healthy habit poster showing the importance of oral habits. 	
<p>Core Competencies to be developed: Creativity and Imagination: learner exhibits the skill of originality when making a healthy habit poster showing the importance of oral habits.</p>				
<p>Values: Responsibility: learner enhances diligence and excellence while cleaning body parts without wasting cleaning agents and water.</p>				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills: learner develops self-awareness when taking care of different body parts. ● Health Promotion Issues: learner develops the skill of cleaning own body parts as a way of practising personal cleanliness. 				
<p>Link to other Learning Areas: Taking an account of cleaning the body parts relates to the skill of journaling in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Our Home (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify materials used to clean a home environment, b) state common accidents at home for personal and others' safety, c) carry out activities to ensure cleanliness in the home, d) reflect on the importance of living in a clean home environment.	The learner is guided to: <ul style="list-style-type: none"> ● share ideas on different materials used to sweep, wipe, dust and collect litter at home, ● draw and colour materials used to sweep, wipe, dust and collect litter at home, ● share information on common accidents that occur at home, ● select places at home or school where common accidents are likely to occur and share with peers, ● practise appropriate pedestrian crossing, ● manipulate digital devices to watch videos or observe pictures on ways of preventing accidents at home, ● manipulate a digital device to watch a video, or observe pictures on ways of ensuring cleanliness in the home, ● practise cleaning places and assorted items using different suitable cleaning materials at home or school. 	How can you make your home environment clean and safe?

Core Competencies to be developed:

Learning to Learn: learner develops independence when cleaning furniture using suitable materials.

Values:

Responsibility: learner enhances self-drive when keeping the home environment clean such as practising cleaning assorted home items using suitable cleaning materials.

Pertinent and Contemporary Issues:

Disaster risk reduction: learner develops awareness of potential risk areas and objects that can cause harm/accidents to foster the safety of self and others.

Link to other Learning Areas:

Materials used for cleaning relate to items used in Creative Activities to clean self after finger painting activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Family Needs (13 lessons)	By the end of the sub-strand, the learner should be able to: a) identify basic needs in the family, b) classify items and structures as basic needs in the family, c) categorise food from plants and animals eaten at home, d) select suitable food for a healthy body, e) appreciate different needs in the family.	The learner is guided to: <ul style="list-style-type: none"> ● share information on different family needs, ● manipulate a digital device to watch a video clip or observe pictures of different basic family needs, ● draw and colour items that represent family needs, ● observe pictures of food items used by family members, ● match pictures of food items with their names, ● recite poems or sing songs on different family needs, ● manipulate digital devices when recording poems and songs on different family needs, ● make picture cut-outs of food items and structures as basic needs in the family, ● sort and group locally assorted food items into types of tastes, 	<ol style="list-style-type: none"> 1. Which things do you use as a family at home? 2. How do you choose the food you eat?

			<ul style="list-style-type: none"> ● create a one-week journal of healthy foods eaten, ● make a nature corner with different food items found in the locality. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> ● Digital Literacy: learner manipulates digital devices when recording poems and songs on different family needs. ● Self-efficacy: learner sorts and groups locally assorted food items into types of tastes. 				
<p>Values: Respect: learner appreciates diverse opinions when sharing information on different family needs.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: learner develops the skill of self-awareness when drawing, colouring and grouping different family needs.</p>				
<p>Link to other Learning Areas: Basic needs of the family such as water relates to filling and emptying activities in Mathematical Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our School <ul style="list-style-type: none"> • <i>Main physical features</i> • <i>Safety</i> (9 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify the main physical features between home and school, b) draw main physical features between home and school, c) apply personal safety on the way to school, d) acknowledge the significance of identifying places using key features. 	The learner is guided to: <ul style="list-style-type: none"> • manipulate a digital device to watch videos or observe pictures of the main physical features between home and school, • draw and colour the main physical features found between home and school, • interact with digital technology when playing educative games on locating main features between home and school, • role play safety measures to take on the way to school. 	<ol style="list-style-type: none"> 1. How do you identify your way to school? 2. How can you be safe while coming to school?
<p>Core Competencies to be developed: Digital Literacy: learner interacts with digital technology when playing educative games to locate main features between home and school.</p>				
<p>Values: Unity: learner enriches cooperation and team spirit when role-playing safety measures to take on the way to school.</p>				
<p>Pertinent and Contemporary Issues: Safety: learner acquires child road safety awareness when role-playing safety measures to take on the way to school and back.</p>				
<p>Link to other learning areas: Drawing physical features between home and school relates to the skill of drawing and colouring in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our market (9 lessons)	By the end of the sub-strand, the learner should be able to: a) identify roles of people found in a market, b) list food items found in a market, c) categorise food items found in a market into fruits and vegetables, d) appreciate activities that are carried out in a market.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures or videos of people found in a market, ● share information with peers on the roles of people found in a market, ● use pictures or flashcards to pick out food items found in a local market, ● draw and colour different food items found in a market, ● use flashcards to sort and group food items into fruits and vegetables, ● sort and group picture cut-outs of food items found in a market and make a portfolio. ● recite poems and sing songs on food items found in the market. 	Why do we have markets?
<p>Core Competencies to be developed: Communication and Collaboration: learner listens keenly and speaks effectively when sharing information with peers on the roles of people found in a market.</p>				

Values:

Unity: learner enhances cooperation with peers when drawing and colouring different food items found in the market.

Pertinent and Contemporary Issues:

Social-economic issues: learner develops the skill of career awareness when sharing information with peers on the roles of people found in a market.

Link to other Learning Areas:

Food items found in a market relate to concepts of sorting and grouping in Mathematical Activities.

SUGGESTED ASSESSMENT RUBRIC

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

STRAND 2.0 NATURAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Natural Environment</p>	<p>2.1 Weather and the Sky (12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe the appearance of the sky during the day and at night, b) identify weather conditions in the locality, c) record different weather conditions in the locality, d) appreciate differences in weather conditions at different times of the day. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● observe the sky during the day and at night and share observations with peers, ● manipulate a digital device to watch video clips or observe pictures showing the appearance of the sky during the day and at night, ● draw features appearing in the sky during the day and at night, ● manipulate a digital device to watch video clips or observe pictures of different weather conditions, ● draw symbols of different weather conditions in the locality, ● observe prevailing weather conditions as an outdoor activity, ● share ideas on prevailing weather conditions and make a simple weather chart, ● tell age-appropriate stories about weather and weather conditions. 	<p>How does the sky appear at night and during the day?</p>

Core Competencies to be developed:

Communication: learner speaks engagingly when telling age-appropriate stories about weather and weather conditions

Values:

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

Pertinent and Contemporary Issues:

Life Skills: learner develops time management skills when making and reading weather charts.

Link to other Learning Areas:

Appearance of the sky and conditions can be used when learning about creation in Religious Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of playing with soil for enjoyment, b) play with soil for enjoyment, c) model objects using soil at school, d) develop curiosity in playing with soil for enjoyment.	The learner is guided to: <ul style="list-style-type: none"> ● share ideas on ways of playing with soil for enjoyment, ● share tasks when filling and emptying cans with soil in turns, ● make different patterns using soil as paint, ● manipulate a digital device to watch videos or observe pictures of objects made from soil, ● model different objects using soil, ● sing relevant songs to peers while playing with soil for fun. ● clean or tidy up the working space after modelling activities and wash hands with soap and clean running water. 	Why is playing with soil important to us?
<p>Core Competency to be developed: Self-efficacy: learner develops high self-esteem when modelling different objects using soil.</p>				
<p>Values: Social Justice: learner enhances cooperation when filling and emptying cans with soil in turns.</p>				
<p>Pertinent and Contemporary Issues: Health Promotion Issues: learner develops the skill of washing hands with soap and clean running water after playing with soil.</p>				
<p>Link to other Learning Areas: Aspects of soil relate to modelling items using soil in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Sound (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sounds in the immediate environment, b) create sounds from objects for enjoyment, c) discriminate sounds that alert on danger for an appropriate response, d) acknowledge sounds that alert us to dangers.	The learner is guided to: <ul style="list-style-type: none"> ● take a sound walk in the immediate environment to identify sounds from humans, animals, machines and natural sources and share with peers, ● manipulate digital devices to watch a video clip on ways of creating sound using the body, objects and voice, ● listen to an audio clip on ways of creating sound using the body, objects and voice, ● imitate and record videos or audio sounds from people, animals, machines and natural sources, ● use video clips or audio files to listen to various sounds that alert people to danger, ● role play sounds that alert people to danger, ● role play on appropriate responses to vehicle sounds (<i>horn sounds, bells, sirens</i>) to keep safe in the environment, 	<ol style="list-style-type: none"> 1. How do animals and other objects in our environment produce sounds? 2. Why are sounds important in our lives?

			<ul style="list-style-type: none"> ● explore sources of loud sounds in the immediate environment, ● talk about what happens to a person when near loud sounds, ● observe pictures or videos that show how to protect oneself from loud sounds, ● practise obeying sounds that alert us to danger for appropriate response. 	
Core Competencies to be developed: Self-efficacy: learner develops confidence when imitating various sounds produced by animals or objects.				
Values: Patriotism: learner enhances loyalty when obeying sounds that alert on danger for appropriate response.				
Pertinent and Contemporary Issues: Life Skills: learner uses common courteous words when engaging with peers to role-play sounds that alert on danger.				
Link to other Learning Areas: Sounds in the immediate environment draw concepts in Creative Activities.				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to observe safety precautions in the immediate environment.	Observes safety precautions in the immediate environment most keenly.	Observes safety precautions in the immediate environment keenly.	Observes safety precautions in the immediate environment less keenly.	Observes safety precautions in the immediate environment with prompts.
Ability to identify ways of playing with soil and sounds.	Identifies ways of playing with soil and sounds with in-depth details.	Identifies ways of playing with soil and sounds.	Identifies ways of playing with soil and sounds with minimal details.	Identifies a way of playing with soil and sounds without details.
Ability to record weather conditions in the locality.	Records weather conditions in the locality most precisely.	Records weather conditions in the locality precisely.	Records weather conditions in the locality less precisely.	Records weather conditions in the locality imprecisely.

STRAND 3.0 RESOURCES IN OUR ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>3.0 Resources in Our Environment</p>	<p>3.1 Water (14 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) identify sources of water in the immediate environment, b) record uses of water at home and school, c) conserve water at home and school, d) acknowledge different sources of water in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● manipulate digital devices to watch videos or observe pictures of different sources of water, ● develop originality skills when drawing and colouring different sources of water, ● complete a simple word puzzle on sources of water at home and school, ● collaboratively model sources of water in class learning spaces or corners using locally available materials, ● observe and write uses of water at home and school, ● share experiences with peers on the careful use of water in the home and school, ● role play water conservation activities that can be used at home and school, ● make a poster on water conservation (reducing the use of water) at home and school. 	<ul style="list-style-type: none"> 1. How can you use water without wasting it? 2. Why do we care for water sources?

Core Competencies to be developed:

- Learning to Learn: learner models water sources in the class learning space or corner using locally available materials.
- Creativity and Imagination: learner develops originality skills when drawing and colouring different sources of water.

Values:

Unity: learner collaboratively models sources of water in class learning spaces or corners using locally available materials.

Pertinent and Contemporary Issues:

Health promotion issues: learner drinks clean water and role-plays using water sparingly for personal wellbeing.

Link to other Learning Areas:

Making a poster on water conservation at home and school draws knowledge from writing skills in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants <ul style="list-style-type: none"> • <i>Flower</i> • <i>Leave</i> • <i>Stem</i> • <i>Roots</i> <p>(10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify parts of a plant found in the school garden or compound, b) draw different parts of a plant found at school, c) carry out activities that conserve plants in the immediate environment, d) advocate for the conservation of plants in the immediate environment. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • take a nature walk to explore parts of plants, • manipulate a digital device to watch video clips or observe pictures and photographs to identify different parts of a plant, • observe safety during collecting and observing young plants in the locality, • indicate parts of a plant (<i>flower, leaves, stem, roots</i>) using real plants or pictures, • colour parts of a plant and display own work for further learning and peer assessment, • plant seeds in the nature corner of the class, in a school garden or flowerbed, • practise watering plants found in the immediate environment. 	<p>How can you care for plants in your environment?</p>

Core Competencies to be developed:

Learning to Learn: learner develops concepts of plants when going for a nature walk to explore different parts of plants in the immediate environment.

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

Plants relate to the concept of creation in Religious Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify domestic animals in the immediate environment, b) list domestic animals used as food in the locality, c) carry out basic care activities for small domestic animals, d) acknowledge the diversity of animals in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> ● manipulate a digital device to watch or observe pictures of domestic animals, ● take a nature walk in the immediate environment to observe and write the names of domestic animals, ● draw and colour domestic animals used as food in the locality. ● manipulate a digital device to watch video clips of domestic animals being watered, fed and treated, ● share with peers on safety precautions taken when feeding and watering domestic animals, ● water and feed some domestic animals in the immediate environment accompanied by a caregiver, ● wash hands using clean running water after interacting with animals for personal hygiene, ● make a journal on basic care activities done to domestic animals at home or school, ● listen to stories on animals for enjoyment, 	How can you care for animals in your immediate environment?

			<ul style="list-style-type: none"> gather more information on care for domestic animals from parents or guardians and write them clearly and correctly. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> Learning to Learn: learner develops exploration skills when taking a nature walk to observe and write the names of domestic animals. Communication and Collaboration: learner writes clearly and correctly when gathering more information on care for domestic animals from parents or guardians. 				
<p>Values:</p> <ul style="list-style-type: none"> Love: learner enhances compassion when portraying a caring attitude during the watering and feeding of some domestic animals in the immediate environment. Unity: learner enriches cooperation when displaying team spirit during nature walks to observe domestic animals. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> Health promotion issues: learner develops hand washing skills using clean running water after feeding and watering animals. Life Skills: learner develops empathy and takes precautions while feeding/watering domestic animals. 				
<p>Link to other Learning Areas: Listening to stories on animals for enjoyment relates to active listening in English Language Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

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

Suggested Resources, Assessment Methods and Non-Formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none"> ● Approved curriculum support materials ● Resources from the local environment (home and school) ● Stationery ● Digital devices ● Manilla Papers ● Drawing materials ● Clay soil ● Water ● Plastic bottles ● Pictures or picture cut-outs /Newspaper cuttings/Photographs ● Flashcards ● Charts 	<ul style="list-style-type: none"> ● Observation ● Aural questions ● Oral question ● Written tests ● Self-assessment ● Peer assessment ● Projects
<p>Non-formal Activities that support learning</p> <ul style="list-style-type: none"> ● Games and sports ● Clubs and societies ● Other school events 	

ENVIRONMENTAL ACTIVITIES

GRADE 2

ESSENCE STATEMENT

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

GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Our Home	16
	1.2 Family Needs and Wants	8
	1.3 Our School	8
	1.4 Our National Flag	8
	1.5 Our Rights and Responsibilities	6
	1.6 Our Market	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	12
	2.2 Soil	8
	2.3 Light	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	10
	3.3 Animals	12
	TOTAL NUMBER OF LESSONS	120

STRAND 1.0: SOCIAL ENVIRONMENT

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

			<ul style="list-style-type: none"> • practise cleaning utensils using suitable soap and soft material, • observe safety and hygiene when handling waste materials to avoid communicable diseases, • sort and dispose of waste appropriately after cleaning personal and common items. 	
<p>Core Competencies to be developed: Critical thinking and Problem-solving: learner enhances innovative thinking in improvising cleaning materials using locally available resources.</p>				
<p>Values: Responsibility: learner enhances self-drive when cleaning utensils at home.</p>				
<p>Pertinent and Contemporary Issues: Learner observes safety and hygiene when washing hands after handling waste materials to avoid communicable diseases.</p>				
<p>Link to other Learning Areas: The skill of sorting draws knowledge learnt in pre-number concepts in Mathematical Activities.</p>				

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

			<ul style="list-style-type: none"> • observe pictures of different meals taken at different times of the day, • keep a daily record of meals eaten at home or school for one week, • sort and group different food items into meals and snacks, • play a game of picking out flashcards/paper cuttings/pictures that show family needs and wants. 	
<p>Core Competency to be developed: Citizenship: learner develops awareness of the local environment when matching places or facilities within the locality where family needs are met.</p>				
<p>Values: Love: learner portrays a caring attitude towards peers when playing games of picking out flashcards/paper cuttings/pictures that show family needs and wants.</p>				
<p>Pertinent and Contemporary Issues: Social economic issues: learner enhances financial literacy when sorting and grouping pictures of goods and services into family needs and wants.</p>				
<p>Link to other Learning Areas: Family needs and wants relate to the skill of counting, sorting, and grouping in Mathematical Activities.</p>				

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

Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary issues:

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

Link to other Learning Areas:

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

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

Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

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

Core Competencies to be developed:

Communication and Collaboration: learner develops teamwork when role-playing the responsibilities of children in school.

Values:

Social Justice: learner enhances equity when performing age-appropriate responsibilities at school.

Pertinent and Contemporary Issues:

Citizenship: learner enhances Child Rights awareness when sharing own expectations, experiences, duties and responsibilities at home or school.

Link to other Learning Areas:

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

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.6 Our Market (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify physical features on the way to a local market, b) locate local market using physical features, c) identify activities that take place in a market, d) value things and people found in a market.	The learner is guided to: <ul style="list-style-type: none"> ● share experiences on physical features on the way to a local market, ● draw and colour physical features found on the way to the local market, ● model main physical features found on the way to the local market, ● label and match pictures of parts of the road for the safety of self and others (<i>vehicle use and pedestrian walkways</i>), ● manipulate digital devices to watch video clips or observe pictures of activities that take place in a market, ● listen to a resource person on activities that take place in a market, 	How can you locate your local market?

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

SUGGESTED ASSESSMENT RUBRIC

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

STRAND 2.0: NATURAL ENVIRONMENT

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

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

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

Modelling objects using soil draws knowledge from modelling techniques in Creative Activities.

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

Core Competencies to be developed:

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

Posters on energy conservation relate to writing skills in English Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to predict weather conditions at different times of the day.	Predicts weather conditions at different times of the day most precisely.	Predicts weather conditions at different times of the day.	Predicts weather conditions at different times of the day less precisely.	Predicts weather conditions at different times of the day with prompts.
Ability to classify types of soil in the locality.	Classifies types of soil in the locality most precisely.	Classifies types of soil in the locality precisely.	Classifies types of soil in the locality less precisely.	Classifies types of soil in the locality with prompts.
Ability to describe a variety of ways of conserving light.	Extensively describes a variety of ways of conserving light from various sources.	Describes a variety of ways of conserving light.	Describes a few ways of conserving light.	Describes a few ways of conserving light when given hints.

STRAND 3.0: RESOURCES IN OUR ENVIRONMENT

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

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

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

Values:

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

Pertinent and Contemporary Issues:

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

Link to other Learning Areas:

Messages on plant protection relate to writing skills in English Language Activities.

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

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

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the conservation of water for people and animal use.	Describes varied conservation methods of water for people and animal use with in-depth details.	Describes conservation methods of water for human and animal use.	Describes conservation methods of water for people and animal use with minimal details.	Describes conservation methods of water for people and animal use without details.
Ability to conserve water for people and animal use.	Very often conserves water for people and animal use using appropriate varied methods.	Conserves water for people and animal use.	Occasionally conserves water for people and animal use.	Rarely conserves water for people and animal use with prompts.
Ability to carry out activities for caring for plants using locally available materials.	Carries out watering, manuring, and mulching plants using locally available materials consistently.	Carries out watering, manuring, and mulching plants using locally available materials.	Carries out watering, manuring, or mulching plants using locally available materials inconsistently.	Carries out watering/manuring/mulching plants using locally available materials with prompts.
Ability to identify animals as sources of food that people eat .	Identifies animals as sources of food that people eat with a lot of details.	Identifies animals as sources of food that people eat.	Identifies animals as sources of food that people eat with minimal details.	Identifies animals as sources of food that people eat without details.
Ability to carry out activities of caring for animals in the locality.	Most frequently carries out activities of caring for animals in the locality.	Carries out activities of caring for animals in the locality.	Occasionally carries out activities of caring for animals in the locality.	Rarely carries out activities of caring for animals in the locality.

Suggested Learning Resources, Assessment Methods, and Non-Formal Activities

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

ENVIRONMENTAL ACTIVITIES

GRADE 3

ESSENCE STATEMENT

Environmental Activities is an integrated learning area comprising both environmental, hygiene and nutrition concepts. The learning area builds on knowledge, skills, attitudes and values developed in Environmental Activities Grade 2. Skills of observation, identification, classification, manipulation, recording, interpretation, prediction, environmental conservation, intrapersonal and interpersonal skills are further developed. Experiential learning will be utilised to enable the learner explore the environment through hands-on activities for learning and enjoyment. This will enable the learner to develop a sense of connection and appreciation to the immediate natural environment and its cultural diversity. Therefore, the learning area endeavours to nurture an engaged and environmentally aware citizen. The competencies acquired will be up-scaled in upper grades through concepts in related learning areas.

GENERAL LEARNING OUTCOMES

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

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

SUMMARY OF STRANDS AND SUB STRANDS

Strands	Sub Strands	Suggested Number of Lessons
1.0 SOCIAL ENVIRONMENT	1.1 Our Living Environment	12
	1.2 Family Needs	10
	1.3 Food in Our Environment	8
	1.4 Our Community	10
	1.5 Cultural Events	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	10
	2.2 Soil	8
	2.3 Heat	10
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	12
	3.3 Animals	8
	3.4 Waste Materials	12
	TOTAL NUMBER OF LESSONS	120

STRAND 1.0: SOCIAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Our Living Environment (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify locally available things used as bedding, b) carry out hygiene practises in sleeping areas for a healthy environment, c) advocate for the importance of observing hygiene in sleeping areas.	The learner is guided to: <ul style="list-style-type: none"> ● talk about various things used as bedding at home or school, ● role-play how to care for sleeping areas by taking turns cleaning and organising the area, ● discuss causes of bedwetting, ● mention hygiene practises to observe during bed wetting, ● role play on care for bedding, ● use digital devices or print media to search for more information on what happens after bed wetting and share with peers, ● observe safety precautions and practises when using digital devices to search and watch videos on what happens after bed wetting, ● regularly maintain cleanliness and orderliness in the sleeping area at home or school. 	Why is personal hygiene important in your sleeping area?

Core Competencies to be developed:

Digital Literacy: learner develops digital skills while observing safety when using digital devices to search and watch videos on what happens after bed wetting.

Values:

Integrity: learner enhances commitment to making own sleeping area daily.

Pertinent and Contemporary Issues:

Life Skills: learner enhances personal responsibility when caring for bedding.

Link to other Learning Areas:

Names of things used as bedding can be used when learning new words in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Family needs <i>Emotional needs</i> (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe how people express feelings in real-life, b) describe ways in which emotional needs are met in real-life situations, c) label emotions expressed by self and others, d) appreciate the importance of meeting emotional needs in character formation. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss about emotions experienced by self and others, ● manipulate digital devices to watch video clips or observe pictures of people expressing various emotions, ● discuss ways of meeting emotional needs, ● role play expressions of emotional needs and how they are met, ● match pictures with the emotions expressed, ● draw and colour images showing various ways of expressing emotions, ● talk about the need for help when role-playing expressions of emotional needs, ● sing songs or read stories involving feelings expressed by people, ● make posters showing different ways of expressing emotions. 	How do people express their emotions?

Core Competencies to be developed:

Self-efficacy: learner identifies and talks about the need for help when role-playing expressions of emotional needs.

Values:

Love: learner portrays a caring attitude when comforting others who are hurting.

Pertinent and Contemporary Issues:

Life Skills: learner identifies how to cope with emotions expressed by self and others.

Link to other learning areas:

Emotional needs in a family draws skills of compassion, empathy, love, and kindness aspects in Religious Activities.

Feeling words used in songs and stories involving emotions relates to vocabulary learnt in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Food in Our Environment <ul style="list-style-type: none"> • <i>Energy giving foods</i> • <i>Body building foods</i> • <i>Protective foods</i> (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify common food items found in the immediate environment, b) classify food items into three food groups, c) observe table manners during meals, d) embrace good eating habits to promote good health. 	The learner is guided to: <ul style="list-style-type: none"> • share ideas on different food items found in the locality, • use digital devices or print media to search for information on various food groups, • use pictures of common food items or video clips to classify various food items, • use digital devices or print media to search for information on table manners, • role play good table manners when taking meals, • observe good table manners when taking meals, • share reasons why people eat too much or too little food, • use video clips, print media, or age-appropriate case stories to find out what happens when a person eats too much or too little food. 	<ol style="list-style-type: none"> 1. Why do we have different food items in the locality? 2. What activities do you engage in while eating?

Core Competencies to be developed:

Self-efficacy: learner develops self-awareness when finding out what happens when a person eats too much or too little food.

Values:

Responsibility: learner enhances self-drive while observing good table manners when taking meals.

Pertinent and Contemporary Issues:

Health promotion issues: learner advocates for eating the right amount of food to prevent non-communicable diseases.

Link to other learning areas:

Grouping food items relates to skills of sorting and grouping learnt in Mathematical Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our Community (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe in the community, b) classify places in the community as safe and unsafe, c) observe basic road signs for personal safety, d) acknowledge the importance of keeping safe in the community.	The learner is guided to: <ul style="list-style-type: none"> • talk about experiences regarding safety in the community, • discuss how to keep safe in the community, • use pictures, flashcards, or video games to sort and group places into safe and unsafe, • discuss dangerous places in the community, • discuss behaviours that can expose one to danger, • listen to a recorded story or a resource person on how to respond to strangers and other child safety tips, • keenly and actively follow a story from resource persons on different ways of keeping safe in the community, • use digital devices or pictures to identify basic road safety practises, • role play on how to use basic road signs for personal safety (pedestrian crossing, traffic light signs), 	How do you keep safe in the community?

			<ul style="list-style-type: none"> • take a safety walk around the neighbourhood to identify safe and unsafe places and share findings with peers. 	
<p>Core Competencies to be developed: Communication and Collaboration: learner develops listening skills when following a story keenly and actively from resource persons on different ways of keeping safe in the community.</p>				
<p>Values: Love: learner enhances a caring attitude when sharing learning resources with peers while working.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: learner develops safety and security awareness when discussing how to keep safe in the community.</p>				
<p>Link to other learning areas: Basic road safety draws knowledge and concepts from colours in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Cultural Events (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify cultural events carried out in the community, b) recognise cultural events that promote social well-being in the community, c) classify cultural events that support the community's social well-being and environmental care, d) embrace cultural events in the community.	The learner is guided to: <ul style="list-style-type: none"> • share experiences on cultural events in the community, • practise singing and dancing to songs performed during cultural events in the community, • find out cultural events that promote social well-being and environmental care, • use pictures or video clips to group cultural events that promote environmental care and social well-being in the community, • role play cultural events performed by various communities that promote care for the environment. 	How are cultural events carried out in your community?

Core Competencies to be developed:

Citizenship: learner develops active community life skills while finding out cultural events that promote social well-being.

Values:

Responsibility: learner enhances diligence when accepting assigned roles during cultural events in the community.

Pertinent and Contemporary Issues:

Social cohesion when singing songs in indigenous languages during cultural events.

Link to other learning areas:

Participation in cultural events relates to skills of singing and dancing in Creative Activities and Indigenous Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper sanitation in the sleeping area for a healthy environment.	Very often practises proper sanitation in the sleeping area for a healthy environment.	Practises proper sanitation in the sleeping area for a healthy environment.	Practises proper sanitation in the sleeping area for a healthy environment less often.	Rarely practises proper sanitation in the sleeping area for a healthy environment.
Ability to describe ways in which emotional needs are met in real-life situations.	Describes ways in which emotional needs are met in real-life situations with in-depth details.	Describes ways in which emotional needs are met in real-life situations.	Describes ways in which emotional needs are met in real-life situations with fewer details.	Describes ways in which emotional needs are met in real-life situations without details.
Ability to practise good healthy habits during meals.	Very often practises good healthy habits during meals.	Practises good healthy habits during meals.	Practises good healthy habits during meals less often.	Rarely practises good healthy habits during meals.
Ability to observe safety precautions in the immediate environment.	Observes safety precautions in the immediate environment most keenly.	Observes safety precautions in the immediate environment.	Observes safety precautions in the immediate environment less keenly.	Observes safety precautions in the immediate environment with prompts.
Ability to classify cultural activities that promote environmental care and social well-being.	Classifies cultural activities that promote environmental care and social well-being with in-depth details.	Classifies cultures that promote environmental care and social well-being social cohesion.	Classifies cultural activities that promote environmental care and social well-being with fewer details.	Classifies cultural activities that promote environmental care and social well-being without details.

STRAND 2.0: NATURAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
<p>2.0 Natural Environment</p>	<p>2.1 Weather (10 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) describe unfavourable weather conditions, b) explain the dangers of unfavourable weather conditions on people, c) respond appropriately to unfavourable weather conditions, d) appreciate the importance of keeping safe during unfavourable weather conditions. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • share experiences on unfavourable weather conditions in the locality, • use a digital device and print media to search for information on unfavourable weather conditions, • share equitably available learning resources to find out more information on unfavourable weather conditions, • discuss what happens to the environment during unfavourable weather conditions, • read or listen to stories about appropriate responses to unfavourable weather conditions, 	<p>How can you keep safe during unfavourable weather conditions?</p>

			<ul style="list-style-type: none"> • talk about appropriate dressing during unfavourable weather conditions, • match unfavourable weather conditions with corresponding safety measures, • practise how to keep safe during unfavourable weather conditions, • gather information from parents or guardians on how to keep safe during unfavourable weather conditions and share with peers. 	
<p>Core Competencies to be developed: Communication and Collaboration: learner develops listening and speaking skills while actively engaging in discussions on what happens during unfavourable weather conditions.</p>				
<p>Values: Social Justice: learner enhances cooperation when equitably shares available learning resources to search for information on unfavourable weather conditions.</p>				
<p>Pertinent and Contemporary Issues: Life Skills: learner makes the right choices on the clothes to wear during unfavourable weather conditions.</p>				
<p>Link to other learning areas: Reading and listening to stories about appropriate responses to unfavourable weather conditions relates to active listening skills in English Language Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (8 lessons)	By the end of the sub-strand, the learner should be able to: a) list characteristics of different types of soil, b) carry out basic soil conservation activities in the environment, c) embrace soil conservation activities in the environment.	The learner is guided to: <ul style="list-style-type: none"> • move around the school environment to collect different soil samples, • use the sense of touch to interact with various samples of soil to feel texture, • group different types of soil based on texture, • mount different soil samples on a chart and display the chart in class, • discuss how to care for soil in the environment (<i>manuring, mulching, planting trees</i>), • participate in tree planting activities in the school community, • wash hands after interacting with soil. 	<ol style="list-style-type: none"> 1. How can we care for soil? 2. What should be done to protect soil?
<p>Core Competencies to be developed: Collaboration: learner develops decision-making abilities when actively participating in communal tree-planting activities.</p>				
<p>Values: Patriotism: learner enhances awareness of responsibilities in society when engaging in tree-planting activities.</p>				
<p>Pertinent and Contemporary Issues: Health promotion issues: learner promotes hygiene practises when washing hands after manipulating and interacting with soil.</p>				
<p>Link to other learning areas: Characteristics of soils relate to modelling concepts in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Heat (10 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> list sources of heat in the environment, identify uses of heat in the environment, carry out activities to conserve heat in the environment, appreciate the importance of different sources of heat in daily life. 	The learner is guided to: <ul style="list-style-type: none"> think and share on sources of heat used at home, discuss sources of heat in the environment, use pictures or video clips to find out various sources of heat in the environment, discuss uses of heat in the environment and share in class, discuss basic heat conservation measures, role-play how to conserve heat in the environment, share with peers on how to keep safe when dealing with heat from various sources of heat, reflect on experiences of conserving heat at home and share with others. 	Why is heat important in our daily life?

Core Competencies to be developed:

Learning to Learn: learner reflects on own experiences of conserving heat at home.

Values:

Respect: learner enhances open-mindedness when appreciating diverse opinions during group discussions on various sources of heat in the environment.

Pertinent and Contemporary Issues:

Socio-economic and Environmental Issues: learner enhances safety and security when sharing with peers on how to keep safe when dealing with heat.

Link to other learning areas:

Uses of heat relate to concepts about drying clay models in Creative Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to respond appropriately to unfavourable weather conditions in the locality.	Very often responds appropriately to unfavourable weather conditions in the locality.	Responds appropriately to unfavourable weather conditions in the locality.	Less often responds appropriately to unfavourable weather conditions in the locality.	Rarely responds appropriately to unfavourable weather conditions in the locality.
Ability to carry out basic soil conservation activities in the environment.	Carries out basic soil conservation activities in the environment most keenly.	Carries out basic soil conservation activities in the environment.	Carries out basic soil conservation activities in the environment less keenly.	Carries out basic soil conservation activities in the environment with prompts.
Ability to carry out activities of conserving heat in the environment.	Very often carries out activities of conserving heat in the environment.	Carries out activities of conserving heat in the environment.	Carries out activities of conserving heat in the environment less often.	Rarely carries out activities of conserving heat in the environment.

STRAND 3.0: RESOURCES IN OUR ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.1 Water (12 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name ways in which water can be contaminated in the environment, b) carry out activities to make water clean and safe, c) conserve water at home and school as a scarce resource, d) value the importance of clean and safe water for healthy living. 	The learner is guided to: <ul style="list-style-type: none"> • think and share ideas on sources and uses of water in the environment, • use audio-visual resources or observe pictures to gather information on how water can be contaminated in the environment, • improvise water filters using locally available materials, • clean dirty water through filtration using different materials, • draw and colour an improvised water filter using locally available resources, • discuss how to make water safe for drinking, • discuss ways in which water can be reused, • make posters on ways of conserving water in the environment. 	How can you keep water clean and safe?

Core Competencies to be developed:

Creativity and Imagination: learner develops unique and new ideas when using locally available materials to make improvised water filters.

Values:

Unity: learner enhances team spirit while working collaboratively when making a water filter from locally available materials.

Pertinent and Contemporary Issues:

Life Skills: learner enhances unity and cooperation instead of competition when making improvised filters from locally available materials.

Link to other learning areas:

Making improvised filters from locally available materials can be used by learners when learning about sequencing in Mathematical Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants <ul style="list-style-type: none"> • <i>Edible and Non-edible plants</i> <p>(12 lessons)</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) identify safety measures to observe when handling plants, b) classify plants in the environment into edible and non-edible, c) make a kitchen garden using locally available materials, d) appreciate plants as sources of food in the locality. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> • listen to a resource person on safety measures observed when handling plants in the environment, • manipulate a digital device to watch video clips or read print media on safety measures to observe when handling plants in the environment, • go on a nature walk to interact with different plants found in the immediate environment, • discuss types of plants (<i>edible, non-edible</i>) found in the locality, • sort and group various plants in the environment as edible/non edible, • draw and colour one type of plant and display it in class, • search from the internet or print media items used to make kitchen gardens, • manipulate digital devices when searching for various forms of kitchen gardens on the internet, 	<p>How are plants important in the environment?</p>

			<ul style="list-style-type: none"> participate in developing a kitchen garden in school using locally available materials as a class project. 	
Core Competencies to be developed: Digital Literacy: learner manipulates a digital device when searching for various forms of kitchen gardens on the internet.				
Values: Responsibility: learner embraces hard work when completing assigned tasks in creating a kitchen garden at school.				
Pertinent and Contemporary Issues: Safety: learner enhances safety skills when handling different plants in the environment during a nature walk.				
Link to other learning areas: Creating a kitchen garden draws knowledge from concepts of measurement (length) in Mathematical Activities.				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (8 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the importance of domestic animals to human beings, b) determine ways of caring for domestic animals, c) engage in activities that care for domestic animals, d) reflect on the value of domestic animals to human beings.	The learner is guided to: <ul style="list-style-type: none"> • share ideas on types of animals found in the community, • talk about the uses of domestic animals to people, • talk about animals as cart pullers on the roads, • listen to a resource person, or read age appropriate stories on how to care for domestic animals, • role play care for domestic animals, • sing songs about the importance of animals to human beings. 	How can you care for animals at home or school?
<p>Core Competencies to be developed: Learning to Learn: learner develops the skill of working independently when role-playing care for domestic animals.</p>				
<p>Values: Love: learner enhances compassion when role playing care for domestic animals.</p>				
<p>Pertinent and Contemporary Issues: Socio-economic and Environmental Issues: learner promotes animal welfare education when advocating for the care of animals including those that provide animal power.</p>				
<p>Link to other learning areas: Care of animals can be used by learners when learning about creation in Religious Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.4 Waste Materials (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify waste materials that can be used to generate income, b) describe ways in which waste materials can generate income, c) carry out activities to manage waste materials in the environment, d) value the use of different waste materials to make money in the community.	The learner is guided to: <ul style="list-style-type: none"> • use pictures, video clips or realia to explore various types of waste materials in the environment, • discuss various ways of using waste to generate income in the immediate environment, • use digital devices or print materials to search for more information on ways of making money from waste, • discuss safety measures to be observed when handling waste materials, • undertake activities that can manage waste materials in the environment using unique and new ideas, • undertake a project that will put waste materials from the environment into appropriate use, • display transparency when accounting for money generated from the project. 	How can waste materials be used to generate income?

Core Competencies to be developed:

Creativity and Imagination: learner develops unique and new ideas when undertaking activities that can manage waste materials in the environment.

Values:

Integrity: learner enhances accountability in displaying transparency when accounting for money generated from the projects.

Pertinent and Contemporary Issues:

Health promotion issues: learner develops habits of safety and hygiene when handling waste materials.

Link to other learning areas:

Income generation from items made from waste materials is related to concepts of measurement (money) in Mathematical Activities.

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to classify plants in the environment into edible and non-edible.	Classifies plants in the environment into edible and non-edible with in-depth details.	Classifies plants in the environment into edible and non-edible.	Classifies plants in the environment into edible and non-edible with minimal details.	Classifies plants in the environment into edible and non-edible without details.
Ability to observe safety measures when making a kitchen garden.	Observes safety measures when making a kitchen garden most keenly.	Observes safety measures when making a kitchen garden.	Observes safety measures when making a kitchen garden less keenly.	Observes safety measures when making a kitchen garden with prompts.
Ability to conserve water at home and school as a scarce resource.	Very often conserves water at home and school as a scarce resource.	Conserves water at home and school as a scarce resource.	Less often conserves water at home and school as a scarce resource.	Rarely conserves water at home and school as a scarce resource.
Ability to carry out activities for caring domestic animals.	Very often carries out activities for caring for domestic animals.	Carries out activities for caring domestic for animals.	Less often carries out activities for caring for domestic animals.	Rarely carries out activities for caring for domestic animals.
Ability to describe ways in which waste materials can generate income.	Describes ways in which waste materials can generate income with in-depth details.	Describes ways in which waste materials can generate income.	Describes ways in which waste materials can generate income with minimal details.	Describes ways in which waste materials can generate income without details.
Ability to carry out activities to manage waste in the environment.	Carries out activities to manage waste in the environment most frequently.	Carries out activities to manage waste in the environment.	Carries out activities to manage waste in the environment less frequently.	Rarely carries out activities to manage waste in the environment.

APPENDIX: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. 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 activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
<p>1) Preparation</p> <ul style="list-style-type: none">• Determine the activity for the learners.• Map out the targeted core competencies, values, and specific learning areas skills for the CSL activity.• Identify resources required for the activity (focusing on locally available materials).• Stagger the activities across the term (set dates and times).• Communicate with learners, parents/caregivers/guardians, school administration, teachers, and other relevant stakeholders in the school community.• Identify and develop assessment tools.
<p>2) Implementation of CSL Activity</p> <ul style="list-style-type: none">• Assigning roles to learners.• Ensure every learner actively participates in the activity• Observe learners as they carry out the CSL activity and record feedback.

- Use an appropriate assessment tool to assess both the process and the product (assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) Reflection on the CSL Activity

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

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

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

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the 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.