

Curriculum design

Environmental activities grade two

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.1 Weather (15 Lessons) 1.1.1 Responding to different weather conditions.	By the end of the topic, the learner should be able to: a. State different weather conditions b. State ways of responding to different weather conditions c. Respond appropriately to different weather conditions to limit risks to self, others and the environment d. Appreciate differences in weather conditions.	<ul style="list-style-type: none"> • Learners to observe and discuss prevailing weather conditions, as an outdoor activity • Learners to think, pair and share experiences on how they could respond to different weather conditions (hot, cold, rainy) • Using pictures, video clips, learners identify ways of responding to various weather conditions • Learners to perform a skit on ways of responding to various weather conditions • Learners to read or listen to stories about responding appropriately to adverse weather conditions • Learners to find out from parents, guardians or community members on how to respond to different weather conditions and report back. 	1. What are the different weather conditions? 2. How could we respond to different weather conditions?

	1.1.2 Recording weather conditions	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Describe weather conditions at different times of the day Draw weather symbols to represent different weather conditions Create a weather record using symbols for a period of one week Develop interest in recording weather conditions. 	<ul style="list-style-type: none"> Learners to observe the weather at different times of the day as an outdoor activity Learners to describe different weather conditions (sunny, windy, cloudy, calm, rainy) Learners identify weather symbols from charts and other learning resources Learners to practice drawing weather symbols using free hand and electronic devices Learners to observe and record weather conditions of the day using symbols Learners to play relevant and educative computer games on weather conditions In groups, learners observe and record weather conditions over a period of one week and share the chart with others. 	<p>1. How is the weather today? 2. What symbols are used to record different weather conditions? 3. How could we record weather conditions?</p>
	1.1.3 Interpreting weather messages	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> interpret weather charts correctly communicate weather messages accurately develop interest in interpreting and communicating weather messages 	<ul style="list-style-type: none"> Learners to use weather charts to interpret different weather symbols In pairs, learners practice using weather symbols to interpret weather messages In a class contest, learners to compete narrating weather occurrences for a past week weather chart recording Learners to gather more 	<p>1. How could we use symbols to communicate weather messages 2. How could we communicate weather messages to others?</p>

			information on weather from parents or guardians.	
Core-competence to be development: Communication and collaboration, critical thinking and problem solving, digital literacy.				
Links to PCI's: ESD: Personal safety in transporting water.			Links values: Responsibility	
Links to other learning activity areas (s): Hygiene and Nutrition: Use of clean water			Suggested Community Service Learning activities: Learners to find out from parents how they transport water.	
Suggested non-formal activity to support learning: Learners to be guided to carry and store water for their personal use using age-appropriate containers.			Suggested assessment: Oral questions and observations on storing and transporting water.	

Suggested Assessment Rubric

Sub- strands	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Storing water	Correctly and consistently states importance and identifies suitable ways of storing water.	Correctly states importance and identifies suitable ways of storing water.	Sometimes states importance and identifies suitable ways of storing water.	Rarely states importance and identifies suitable ways of storing water.
Transporting water	Appropriately and consistently transports water for personal use and utilizes the water sparingly.	Appropriately transports water for personal use.	Sometimes transports water for personal use.	Rarely transports water for personal use.

Strand	Sub- strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.3 Soil (15 Lessons) 1.3.1 Exploring soil	By the end of the sub-strand, the learner should be able to: a. Model objects with different types of soil b. Determine the soil that makes long smooth ribbons c. Appreciate different types of soil in the immediate environment.	<ul style="list-style-type: none"> model objects (balls, ribbons, pots) with different types of soils (clay, loam, sand) In groups, learners to model soil ribbons using the soil samples provided (clay, loam, sand). Learners to observe to find out which soil samples make smooth long ribbons Learners to observe how ball from different soils crumble into small fragments. The balls to be displayed for the class to observe how balls from the different soil samples break up. Learners to visit the school neighbourhood to observe or take pictures of different types of soils and their uses (sand for construction, clay for modelling, loam for farming). 	1. What objects could we make with soil? 2. Which type of soil make good ribbons?

Core-competence to be developed: Creativity and imagination, communication and collaboration.

Links to PCIs: ESD: Environmental awareness

Links to values: Responsibility and unity when working in groups.

Links to other learning activity areas (s): Movement and Creative Activities in making ribbons

Suggested community Service Learning activity: Visiting community to observe uses of different types of soils.

Non-formal activity to support learning: Explore the school neighbourhood to observe uses of different types of soils.

Suggested assessment: Oral questions and observations.

Suggested Assessment Rubric

Exceed expectations	Meet expectations	Approaching expectations	Below expectations
Creatively and consistently models different objects using provided soil samples and associates the balls to characteristics to the various soil samples.	Models different objects using provided soil samples.	Models some objects using provided soil samples.	Rarely models objects using provided soil samples.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1. 4 Plants (15 Lessons) 1.4.1 Exploring parts plants	By the end of the sub-strand, the learner should be able to: a. Identify parts of a plant b. Draw different parts of a plant from the immediate environment c. Show interest in parts of a plant for learning and enjoyment.	<ul style="list-style-type: none"> In a nature walk, learners to explore different plants in the immediate environment. Learners to observe parts of the plants (roots, stem, leaves, flowers, fruits) from different types of plants Using video clip, pictures and photographs learners to identify different parts of a plant. In groups, learners talk about parts of a plant. Learners draw or take photographs of parts of a plant. Learners are guided to display their work for further learning and peer- assessment. 	1. What are the different parts of a plant?
Core Competences to be developed: Communication and collaboration, imagination and creativity and learning to learn.				
Link to PCIs: ESD: Environmental awareness.			Link to values: Respect and unity.	
Link to other learning activity areas: Religious Education: Appreciation of God's creation.			Suggested Community Service Learning activities: Learners learn from peers about plants in different habitats.	
Suggested non formal activity to support learning: Through nature walk, learners are guided to observe plants in different habitats.			Suggested assessments: Observation, oral questions.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies and draws parts of plants found in the environment and so associates parts of the plants to their uses.	Correctly identifies and draws parts of plants found in the immediate environment.	Sometimes identifies and draws parts of plants found in the immediate environment.	Rarely identifies and draws parts of plants found in the immediate environment.

Strand	Sub- strand	Specific learning outcomes	Learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.5 Animals (10 Lessons) 1.5.1 Categorizing animals	By the end of the sub-strand, the learner should be able to: a. Recognize animals in the immediate environment b. Categorize different animals in the environment c. Appreciate different animals in the environment.	<ul style="list-style-type: none"> • In nature walk, learners to observe and identify animals in the environment • In groups, and referring from appropriate references learners categorize animals using the provided criteria: (domestic/wild, harmful/non-harmful, large/small) • In groups, learners use papiermache, clay or plasticine to model different animals. • Learners sing song related to different animals. 	1. What animals are found in the immediate environment? 2. How could we categorize animals in the immediate environment?
	1.6 Safety when handling animals.	By the end of the sub-strand, the learner should be able to: a. Identify possible dangers when handling animals. b. Practice safety measures when handling animals. c. Appreciate importance of safety when dealing with animals to avoid risk to self others and the animal	<ul style="list-style-type: none"> • Learners to share their experiences on handling animals • In groups, learners discuss possible dangers that may occur when handling animals • Learners to watch video clips, pictures or photographs of safe handling of animals • Learners to observe a demonstrate from a guest speaker on safety when handling of animals • Learners practice /simulate safe ways of handling animals to avoid harm to self others and the animal. 	How could we protect ourselves from harm when handling animals?

Core Competence to be developed: Communication and collaboration, critical thinking and problem solving, creativity, Digital literacy	
Link to PCIs: ESD: animal welfare, safety and security. Life skills: effective decision making for personal safety. Citizenship: Social cohesion	Link to values: Responsibility. Care for animals Unity: Working in groups
Link to other learning activity areas: Religious Education: Respect for God's creation.	Suggested Community Service Learning: Guest speaker to discuss animal welfare.
Non-non formal activity to support learning: Organize an essay inter class competition on handling animals	Suggested Assessment: Oral, observation and peer assessment on the essays

Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectations	Approaches expectation	Below expectation
Categorizing animals	Consistently and correctly categorizes animals in the environment.	Correctly categorizes animals in the environment.	Sometimes categorizes animals in the environment.	Rarely categorizes animals in the environment.
Safety in animal handling	Consistently and correctly observes safety when handling animals.	Correctly observes safety when handling animals.	Sometimes observes safety when handling animals.	Rarely observes safety when handling animals.

Strand	Sub-Strand	Learning Outcomes	Suggested learning experience	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy: Light (10 Lessons) 1.7.1 Sources of light	By the end of the sub-strand, the learner should be able to: a. Identify different sources of light in the environment b. Produce light using different objects for enjoyment c. Develop interest in different sources of light energy.	<ul style="list-style-type: none"> Learners to identify and name sources of light Using relevant pictures and realia, learners to identify sources of light energy (sun, stars, oil lamps, candles, fire flies, electric bulb, torch and fire) In groups, learners to discuss different sources of light used in the home 	What are the sources of light?

			<ul style="list-style-type: none"> Learners to produce light using different sources. In this activity, teacher has to guide the activity and ensure safety of learners 	
	1.7.2 Forming shadows in light	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Explain how shadows are formed in presence of light Manipulate objects to form shadows in presence of light for enjoyment Categorize objects into those that can form shadows and those that cannot in presence of light. 	<ul style="list-style-type: none"> Learners observe different shadows formed by different objects in the school environment. Learners manipulate different objects to identify shadows of different shapes and sizes In groups, learners play with objects in presence of light to form shadows. Use selected objects to form shadows (ball, sticks, ruler, clear piece of glass, mirror). Categorize object that form shadows and those that do not. 	<p>1. How are shadows formed?</p> <p>2. What objects form shadows?</p>
	1.7.3Precautions when using light energy	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify practices in which light energy could harm eyes Take safety measure against harmful light energy to reduce risk to self and others Appreciate safety precautions when using light energy. 	<ul style="list-style-type: none"> Learners to identify practices that in which light energy could harm the eyes (reading in dim light, looking directly at bright light with bare eyes, long exposure to bright light from electronic devices) In groups, learners discuss safety precautions in protecting self and others from harmful light energy Learners create messages on awareness of harmful effects of light energy Learners to share messages on harmful effects of light and safety precautions. 	<p>1. How could light energy harm us?</p> <p>2. How could we protect ourselves from harmful light energy?</p>

Core Competence to be developed: Communication and collaboration, critical thinking and problem solving.	
Link to PCIs: ESD: Disaster Risk Reduction: safety and security	Link to values: Responsibility, unity in group work.
Link to other learning activity areas: Languages: Creating safety precaution messages against light energy.	Suggested Community Service Learning activities: invite a resource person to discuss about various sources of light energy and applicable safety precautions when using light energy.
Suggested non normal activity to support learning: create and share a safety precaution message against bright light.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectations	Approaching expectations	Below expectations
Sources of light	Consistently and correctly identifies sources of light and uses objects to produces light.	Correctly identifies sources of light and uses objects to produces light.	Sometimes identifies sources of light and uses objects to produces light.	Rarely identifies sources of light and uses objects to produces light.
Forming shadows	Consistently and correctly explain how shadows are formed, manipulates and categorizes objects to form shadows.	Correctly explains how shadows are formed, manipulates and categorizes objects to form shadows.	Sometimes explains how shadows are formed, manipulates and categorizes objects to form shadows.	Rarely explains how shadows are formed, manipulates and categorizes objects to form shadows.
Precautions when using light energy	Consistently and correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Correctly identifies practices, take safety precautions and communicate precautionary messages against light energy.	Sometimes identifies some practices, take safety precautions and communicate precautionary messages against light energy.	Rarely identifies practices, take safety precautions or communicate precautionary messages against light energy

Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1 School environment and its neighbourhood (20 Lessons) 2.1.1 Locating places using key features.	By the end of the sub-strand, the learner should be able to\ a. Point out the main features between home and school b. Locate places using main features between home and school c. Appreciate the significance of locating places using key features.	<ul style="list-style-type: none"> Learners to discuss the main features between home and school (physical and build-up features such as rivers, hills, valleys, forest, bridges, roads , railway line, buildings) In a nature walk, learners to point out the main features between home and school Using video clips, pictures and photographs, learners to identify the main features between home and school Learners to locate main features between their homes and school (relative location) Learners to play educative games on locating main features between their home and school Learners to practice locating places teacher made sketch maps. 	1. What are the main features between your home and school? 2. How could you your school from home using main features?
Core-competence to be development: Communication and collaboration as they take nature walk, critical thinking and problem solving in locating places.				
Links to PCIs: ESD: Environmental Education			Links to values: Unity: working in groups.	
Links to other learning activity areas (s): Languages: naming features.			Suggested community Service Learning activities: Learners to find out more about features found between home and school other learners	
Suggested non-formal activity to support learning through application: Nature walk to familiarize with the surroundings.			Suggested assessment: Oral questions, observation, project work on modelling main features.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Correctly identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Sometimes identifies features, locate places using the main features between home and school and is able to give relative direction using the features.	Rarely identifies features, locate places using the main features between home and school or give relative direction using the features.

Strand	Sub- strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.2 Keeping the school environment clean	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> State ways of keeping the school environment clean Outline the importance of a clean school environment Participate in keeping the school environment clean Appreciate a clean school environment for health and safety. 	<ul style="list-style-type: none"> Learners discuss what makes the school environment dirty Using video clips and pictures, learners discuss ways of keeping the school environment clean In groups learners discuss importance of keeping the school environment clean. Learners practice keeping the school environment clean Learners recite a poem or sing a song about a clean school environment. Learners plan for future school clean-up activities. 	1. How could we keep the school environment clean? 2. Why should we keep the school environment clean?

	2.1.3 Keeping Safe and Secure in School	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify possible dangers in the school Suggest ways of keeping safe and secure in school Develop habits that will keep one safe and secure in school. 	<ul style="list-style-type: none"> Learners walk around the school compound to identify what could expose them to danger in the school. In groups, learners identify possible dangers in the school.(by drawing or writing) Using video clips, photographs and pictures, learners identify how to keep safe and secure in school Learners share ways of keeping safe and secure in school Learners to observe demonstrations and discussions on how to keep safe and secure in school from a resource person In groups, learners to discuss the importance of keeping safe and secure at school Learners develop rules on keeping safe and secure at school Learners to find out more on keeping safe and secure in school from parents and guardians. 	1. What are the possible dangers in the school? 2. How could we keep safe and secure in school?
Core-competence to be developed: Citizenship, Critical thinking and Problem solving ,digital literacy				
Links to PCI's: ESD: Environmental Education, disaster risk reduction Citizenship: Participating in school clean ups			Links to values: Responsibility, love, and unity as they work in groups.	
Links to other learning activity areas: Hygiene and Nutrition and Religious Education Activities: keeping the environment clean			Suggested Community Service Learning: find out from parents or guardians how to keep safe in school.	
Non-formal activity to support: Learners participate in school environmental audit specifically on cleanliness, safety and security			Suggested assessment: oral, observation	

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Keeping school environment clean	Consistently and correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Correctly outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Sometimes outlines importance of keeping school environment clean, actively participated in keeping the environment clean.	Rarely outlines importance of keeping school environment clean, actively participated in keeping the environment clean.
Keeping safe and secure in school	Consistently and correctly identifies areas of danger, suggest safety activities and develops safe habits.	Correctly identifies areas of danger, suggest safety activities and develops safe habits.	Sometimes identifies some areas of danger, suggest some safety activities and may develop safe habits.	Rarely identifies some areas of danger and may suggest some safety activities.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.4 The National flag of Kenya	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify colours of the Kenya National flag as a National symbol Demonstrate respect for the Kenya national flag as a National symbol Appreciate the National flag as a symbol for national unity. 	<ul style="list-style-type: none"> Using the Kenya National flag, learners to identify its colours Learners to observe and describe the expected behaviour (stand at attention and show respect) when raising and lowering the National Flag Learners to draw and colour the Kenya National Flag Learners to find out from parents or guardians 	1. What are the colours of the Kenya National flag? 2. How could we demonstrate respect for the Kenya National flag?

			the importance of the National flag of Kenya.	
	2.1.5 The National Anthem of Kenya	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify occasions when the Kenya National Anthem is sung Demonstrate etiquette when singing the Kenya National Anthem Appreciate the importance of National Anthem as a national symbol of unity. 	<ul style="list-style-type: none"> In groups, learners to sing the National Anthem. Learners to demonstrate the expected conduct when singing the Kenya National Anthem. Using audio recording and pictures, learners to identify occasions when the Kenya National Anthem is sung. Learners to find out from parents or guardians on the importance of National Anthem of Kenya. 	On what occasions do we sing the Kenya National Anthem?

Core-competence to be development: Citizenship: appreciating the National flag and the National anthem. Digital literacy: use of audio devices.

Links to PCIs: Citizenship: patriotism and social cohesion when singing the National Anthem.

Links to values: Respect, unity and patriotism.

Links to other learning activity areas (s): Languages, Movement and Creative activities.

Suggested community Service Learning: Finding out from parents or guardians on the importance of National flag.

Suggested non-formal activity to support learning: Interacting with members of the scouting movement to find out more about the National flag and the National anthem.

Suggested assessment: observation and oral questions.

Suggested Assessment Rubric

Sub- Strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
The Kenya National flag	Consistently and correctly states colours, show respect	Correctly states colours, show respect and appreciates	Sometimes states colours, show respect and appreciates	Rarely states colours, show respect or appreciates the flag as a

	and appreciates the flag as a National symbol.	the flag as a National symbol.	the flag as a National symbol.	National symbol.
The Kenya National anthem	Consistently and correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Correctly identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Sometimes identifies occasions when the National Anthem and demonstrate etiquette when singing it.	Rarely identifies occasions when the National Anthem and demonstrate etiquette when singing it.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.6 Child Rights and responsibilities	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Outline Child Rights and responsibilities in the school Outline responsibilities of the child in school Demonstrate responsibilities of a child in school Appreciate child rights and responsibilities for attainment of social justice. 	<ul style="list-style-type: none"> Learners identify Child Rights and responsibilities using age appropriate stories (parental care, health care, protection from exploitation and cruelty) Learners discuss some of the responsibilities of children in school In pairs, learners simulate responsibilities of children in school Learners to use multi- media resources to explore responsibilities of children in school. 	1. What are the basic Child Rights? 2. What are the responsibilities of the child in school?

	2.1.7 School rules	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> Outline the rules that guide conduct in school State the importance of school rules Participate in making school rules. Appreciate the importance of obeying school rules for harmonious living. 	<ul style="list-style-type: none"> Using probing question learners discuss the importance of school rules. Learners to participate in making school rules. Learners to think pair and share their experiences on what happen when school rules not observed Learners to be guided to debate on importance of school rules and develop a poster for the school rules. Learners to share the school rules with their parents and guardians. 	<p>1. What are the school rules?</p> <p>2. What is the importance of school rules?</p>
Core-competence to be development: Citizenship: developing school rules; communication and collaboration as learners debate				
Links to PCIs: Citizenship: qualities of a good citizen.		Links to values: Responsibility, peace and social justice.		
Links to other learning activity areas (s): Religious Education activities and Languages, on making and obeying school rules.		Suggested community Service Learning activity: Learners to share the school rules with their parents and guardians.		
Non-formal activity to support learning: Displaying children's rights, school rules at strategic points in school.		Suggested assessment: Oral questions, observation.		

Suggested Assessment Rubric

Sub- strand	Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Children's Rights and responsibilities	Consistently and correctly outlines and exercises rights, identifies and carries acts responsibly.	Correctly outlines and exercises rights, identifies and carries acts responsibly.	Sometimes outlines and exercises rights, identifies and carries acts responsibly.	Rarely outlines and exercises rights, identifies and carries acts responsibly.
School Rules	Consistently and correctly outlines importance of rules. Actively	Correctly outlines importance of rules. Actively participates in making and observing the rules.	Sometimes outlines importance of rules and participates in making and	Rarely outlines importance of rules or participates in making and observing the rules.

	participates in making and observing the rules.		observing the rules.	
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Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.1.8 Class Leadership	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Describe a good class leader Outline the work of a good class leader Appreciate good class leadership for harmonious living. 	<ul style="list-style-type: none"> Learners to listen to narrative of inspirational stories of child leaders, heroes or heroines Learners to discuss “who is a good class leader”? Learners to discuss the work a class leader Learners to find out from parents or guardians about good leaders in the community and report back. 	1. Who is a good class leader? 2. What is the work of a class leader?
	2.1.9 The school community	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify members of the school community Outline the importance of the school community Work together with members of the school community appreciate working together with the school community for sustainable interactions 	<ul style="list-style-type: none"> In groups, learners to identify members of the school community (Head teacher, teachers, non-teaching staff and learners) Learners to outline the general importance of members of the school community Learners to discuss their roles as members of the school community Learners to skit different work of members of the school community. 	1. Who are the members of the school community? 2. What is the importance of the school community?

Core-competence to be development: Citizenship: Leadership and good governance. Communication and collaboration in the skit play.				
Links to PCI: Citizenship: Leadership and good governance and inclusivity			Links to values: Responsibility, honesty, integrity and decision making.	
Links to other learning activity areas (s): Languages, Religious Education			Suggested community Service Learning activities: Learners find out from parents or guardians about the school community.	
Suggested non-formal activity to support learning: open day event to bring the school community together.			Suggested assessment: Oral questions and observations.	

Suggested Assessment Rubric

Sub-strands	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Class leadership	Consistently and correctly identifies good class leader and the work of the leader.	Correctly identifies good class leader and the work of the leader.	Sometimes identifies good class leader and the work of the leader.	Rarely identifies good class leader or the work of the leader.
The school community	Consistently and correctly identifies the members and outlines the importance of and works in the school community.	Correctly identifies the members and outlines the importance of and works in the school community.	Sometimes identifies the members and outlines the importance of and works in the school community.	Rarely identifies the members and outlines the importance of and works in the school community.

Strand	Sub strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.2 Enterprise projects (30 Lessons) 2.2.1 Exploring the environment for appropriate income generating activity.	By the end of the sub-strand, the learner should be able to: a. Identify a viable income generating for the class within the school environment b. Analyse income generating activities within the school environment c. Determine a workable income generating activity for their class d. Develop interest in income generate activities within the school environment.	<ul style="list-style-type: none"> • In groups, learners to suggest income generating activities the class could carry out within the school • Using video clips, pictures and photographs, booklets, or magazines, learners explore and analyze possible income generating activities for the class • In a class discussion, learners to select a workable income generating activity that they could undertake at school (activity selected should promote conservation of the environment) • Learners to present selected enterprise • Learners to find out from guardians or parents on income generating activities and report back. 	What activity could we undertake to generate income for our class?
	2.2.2 Initiating a class income generating project	By the end of the sub-strand, the learner should be able to: a. Plan for an income generating activity for the class b. Participate in initiating the class income generating activity c. Participate in the management of the class income generating activity d. Appreciate individual efforts in the success of a group activity.	<ul style="list-style-type: none"> • In a class discussion, learners to plan for an age-appropriate income generating activity to be carried out by the class. (responsibilities, resources required and time for the activity) • Learners to share responsibilities and be guided to carry them out respectively in initiating the selected project • Learners to be guided to carry out responsibilities as according to the plan. 	1. How could we plan for an income generating activity? 2. How could we manage the class income generating activity?

Core-competence to be developed: Critical thinking and problem solving, collaboration and communication, self-efficacy.	
Links to PCIs: ESD: Financial literacy: Income generating projects; Environmental education.	Links to values: Integrity, teamwork, responsibility, social equity.
Links to other learning activity areas (s): Mathematical activities- Money	<input type="checkbox"/> Suggested Community Service Learning activity: find out from guardians/parents about income generating activities at home.
Suggested non-formal activity to support learning: presenting to the school selected income generating activity for the class.	Suggested assessment: oral questions, observation and project.

Suggested Assessment Rubric

Sub-strand	Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Exploring the environment for appropriate income generating activities.	Correctly and consistently identifies, analyze and determines a workable income generating activities for the class.	Correctly identifies, analyze and determines a workable income generating activities for the class.	Sometimes identifies, analyze and determines a workable income generating activities for the class.	Rarely identifies, analyze or determines a workable income generating activities for the class.
Initiating a class income generating project	Correctly and consistently plans, starts and manages an income generating project for the class.	Correctly plans, starts and manages an income generating project for the class.	Sometimes plans, starts and manages an income generating project for the class.	Rarely plans, starts and manages an income generating project for the class.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.1 Caring for plants (5 Lessons) 3.1.1.Communicating plant protection messages	By the end of the sub-strand, the learner should be able to: a. Recognize appropriate messages on plant protection in school b. Create appropriate plant protection messages to promote conservation c. Appreciate plant protection for environmental sustainability.	<ul style="list-style-type: none"> Learners observe pictures, photographs, and video clips of areas where plants have been destroyed. In groups, learners to outline messages on plant protection Learners display and peers assess the plant protection messages developed In groups, learners create plant protection messages using hand scripts, electronic and print resources Learners share selected plant protection messages with the school community Learners recite verses and sing songs on plant protection. 	What messages could be used to communicate plant protection?
Core Competences to be developed: Communication and collaboration: creating plant protection messages, singing and reciting poems; Learning to learn: gathering information on plant protection, Digital literacy: developing electronic messages.				
Link to PCIs: Learner support programme: mentorship and peer education		Links to values: Unity, responsibility and respect for others		
Links to other learning activity areas: Languages -Imagination and creativity: Creating plant protection messages		Suggested Community Service Learning activities: Communicating plant protection messages to the community in various forums.		
Suggested non formal activity to support learning: display plant protection messages to the school community.		Suggested assessments: oral questions, observation and project		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Creatively and consistently develops appropriate plant protection messages	Correctively develops appropriate plant protection	Sometimes develops some plant protection messages and promotes plant	Rarely develops plant protection messages or promotes plant

and promotes plant protection.	messages and promotes plant protection.	protection.	protection.
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Strand	Sub -strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 Caring for the environment	3.2 Caring for Animals (5 Lessons) 3.2.1 Keeping an animal shelter clean and secure	By the end of the sub-strand, the learner should be able to: a. Identify ways of keeping an animal shelter clean at home and school b. Participate in keeping an animal shelter clean at home and school c. Suggest ways of making an animal shelter secure at home and school d. Appreciate clean and secure animal shelter to reduce risk to the animals	<ul style="list-style-type: none"> Using video clips, photographs and pictures, learners to observe various clean animal shelters being cleaned (dog's kennel, rabbit hutch and cow shed). Learners to shoot photographs at home of clean animal shelter and share with others. In groups, learners to discuss ways of keeping an animal shelter clean In groups, learners to be guided to participate in keeping animal shelters clean at home or in school In groups, learners discuss how to make animals shelter secure Learners sing or tell stories about clean and secure animal shelters. 	1. How could we keep an animal shelter clean? 2. How could we make an animal shelter secure?

Core-competence to be development: Communication and collaboration: sharing experiences in groups, critical thinking and problem solving; Digital literacy: shooting photographs.

Links to PCIs: ESD: animal welfare: keeping animals clean and secure safety for animals, kindness to animals.

Links to values: Responsibility, keeping animal shelter clean and secure.

Links to other learning activity areas (s): Religious Education activities: God's creation

Suggested community Service Learning activity: Learners to visit a nearby farm and observe animal's shelters.

Suggested non-formal activity to support learning: Organize inter-class

Suggested assessment: Observation, oral question.

verse completion on clean and secure animal shelters.

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently and correctly identifies ways and participates in making animal shelter clean secure.	Correctly identifies ways and participates in making animal shelter clean secure.	Sometimes identifies ways and participates in making animal shelter clean secure.	Rarely identifies ways or participates in making animal shelter clean secure.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste (5 Lessons) 3.3.1 Types of waste in school	By the end of the sub-strand, the learner should be able to: a. Identify types of waste in the school environment b. Sort out different types of waste in the school environment for safe disposal c. Appreciate a clean school environment for health and safety.	<ul style="list-style-type: none">• In groups, learners to identify different types of waste in the school environment• In groups or pairs, learners to share their experiences on different types of waste in school• Using videos, pictures and photographs, learners to identify different types of waste.• Using appropriate educative multimedia games, learners to sort out different types of wastes• In groups, learners sort out waste of different nature such as separating decomposable wastes from plastic, metallic and glass waste and placing them in different containers for appropriate disposal.	What types of waste are found in our school environment?

	3.3.2 Safety in handling wastes	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Identify dangers when handling waste in school Practice safety measures when handling wastes in school Communicate safety measures when handling waste in school Appreciate the need of safety in handling waste in school to limit risks to self, others and the environment. 	<ul style="list-style-type: none"> Through probing questions, learners to identify dangers when handling wastes in school. Using multimedia resources, learners to outline safety measures in handling wastes in school. Learners listen to a resource person talking on dangers and safety measures when handling wastes in school. Learners simulate safety measures when handling waste in school. Learners to participate in activities that promote safe disposal of waste in school. Activities to include promoting knowledge and passing messages to the school community. 	<ol style="list-style-type: none"> What dangers are we likely to face when handling different types of waste in school? How should we safely handle different types of waste in school?
Core Competences to be developed: Communication and collaboration: promoting safety measures through messages; Digital literacy: use of multimedia resources.				
Link to PCIs: ESD: Environmental Education: managing waste responsibly, safety and security, practice safety measures in handling waste in school.			Links to values: Respect and unity: working in groups and pairs	
Links to other learning activity areas: Languages, Hygiene and Nutrition			Suggested Community Service Learning activity: Inviting a resource person to share on waste management.	
Suggested non formal activity to support learning: Participating in safe disposal of waste in school.			Suggested assessment: oral questions and observation.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies waste and dangers; safely sorts waste for appropriate disposal and	Correctly identifies waste and dangers; safely sorts waste for appropriate disposal and promotes	Sometimes identifies waste and dangers; safely sorts waste for appropriate disposal and	Rarely identifies waste or dangers; safely sorts waste for appropriate disposal or promotes safety in waste

promotes safety in waste disposal at school.	safety in waste disposal at school.	promotes safety in waste disposal at school.	disposal at school.
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Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question (s)
3.0 Caring for the environment	3.5 Caring for water (5 Lessons) 3.5.1 Keeping stored water safe	By the end of the sub-strand, the learner should be able to: a. State the importance of keeping water safe for human and animal use at home and school b. Participate in keeping stored water safe at home and school c. Appreciate the importance of keeping stored water safe for human and animal use.	<ul style="list-style-type: none"> Learners to take an excursion around the neighbourhood to identify safely stored or unsafely stored water. Then in groups, learners to discuss the importance of keeping stored water safe. In groups, learners share experiences on what makes water unsafe in the home and school Using multimedia resources, learners identify ways of keeping stored water safe. Learners observe demonstrations on methods of keeping stored water safe at home and in school. 	How could we keep stored water safe for use?
	3.5.2 Re-using water	By the end of the sub-strand, the learner should be able to: a. Suggest how water could be re-used at home and school b. Participate in re-using water to reduce wastage at home and school c. Appreciate re-using water as a way of	<ul style="list-style-type: none"> In groups, learners discuss how water could be re-used in the home and school. Using video clips, videos, pictures and photographs, learners to observe various ways of re-using water. Learners to visit the community to find out how water is re-used to reduce wastage. 	How could we re-use water in the home and school?

		conserving it.	<ul style="list-style-type: none"> Learners to suggest how they could participate in re-using water to reduce wastage at home and school. 	
Core-competence to be development: Communication and collaboration: Groups sharing experiences, critical thinking and problem solving: water conservation.				
Links to PCIs: ESD: Environmental conservation, caring for water.			Links to values: Responsibility in keeping water safe	
Links to other learning activity areas (s): Hygiene and Nutrition: waste management			Suggested community Service Learning activity: Excursion to the school neighbourhood to interact with the community to find out how they store water.	
Suggested non-formal activity to support learning: Organize a clean and safe storage of water week to enrich learners' experience.			Suggested assessment: Oral questions and observation. Filling in a teacher made activity sheet on caring for water.	

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Keeping stored water safe	Consistently and correctly states the importance and participate in keeping stored water safe.	Correctly states the importance and participate in keeping stored water safe.	Sometimes state the importance and participate in keeping stored water safe.	Rarely states importance or participate in keeping stored water safe with assistance.
Re-using water to control wastage.	Consistently and correctly suggests how water is re-used and participates in re-using water to control wastage.	Correctly suggests how water is re-used and participates in re-using water to control wastage.	Sometimes correctly suggests how water is reused and participates in re-using water to control wastage.	Rarely suggests how water is re-used or participates in re-using water to control wastage with assistance.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5.3 Conservation of Energy (5 Lessons) 3.5.3.1 Communicating energy conservation messages.	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> Recognize appropriate messages on energy conservation Create energy conservation messages to promote awareness at and home and school Display energy conservation messages to create awareness in school Demonstrate interest in energy conservation for conservation for improvement and protection of the environment. 	<ul style="list-style-type: none"> Through probing questions, learners discuss reasons for conserving energy Using video clips, internet sources, newspaper cuttings and brochures, learners identify simple messages on conserving energy In pairs, learners to create simple persuasive energy conservation messages Learners display and peer assesses the energy conservation messages. In groups, learners are guided to read aloud the energy conservation messages they develop. 	What messages could be used to communicate conservation of energy?
Core Competences to be developed: Communication and collaboration: Creating energy conservation messages. <ul style="list-style-type: none"> Imagination and creativity: Creating energy conservation messages. Learning to learn: gathering information on energy conservation messages. Self efficacy: show casing their messages. 				
Link to PCIs: ESD: Environmental Education: passing information on conservation		Links to values: Responsibility and unity: cooperation in creating messages.		
Links to other learning activity areas: Languages; Movement and Creative activities. Creating energy conservation messages and reciting a poem		Suggested Community Service Learning activity: Communicating energy conservation messages to the community.		
Suggested non formal activity to support learning: Hold inter-class display on energy conservation messages		Suggested assessment: observation, oral question and project on developing messages.		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly recognizes, creates and displays energy conservation messages.	Correctly recognizes, creates and displays energy conservation messages.	Sometimes recognizes, creates and displays some energy conservation messages.	Rarely recognizes, creates or displays energy conservation messages.