



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A Skilled and Ethical Society

PRIMARY SCHOOL CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 3

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LESSON ALLOCATION AT LOWER PRIMARY

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

NATIONAL GOALS OF EDUCATION

1. Foster nationalism, patriotism, and promote national unity

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4 Promote sound moral and religious values

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

5. Promote social equity and responsibility

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

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

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

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

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

8. Good health and environmental protection

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

LEVEL LEARNING OUTCOMES

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life
- c) Demonstrate social skills, moral and religious values for positive contribution to society
- d) Develop one's interests and talents for personal fulfilment
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
- g) Acquire digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich, diverse cultural heritage for harmonious living

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 in the endeavour 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 Grade 3, 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
1.0 SOCIAL ENVIRONMENT	1.1 Our Living Environment 1.2 Family Needs 1.3 Food in Our Environment 1.4 Our Community 1.5 Cultural Events
2.0 NATURAL ENVIRONMENT	2.1 Weather 2.2 Soil 2.3 Heat
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water 3.2 Plants 3.3 Animals

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: <ol style="list-style-type: none"> a) identify locally available materials used as beddings, b) carry out hygiene practices in sleeping areas for a healthy environment, c) advocate for the importance of observing hygiene in sleeping places. 	The learner is guided to: <ul style="list-style-type: none"> ● mention various materials used as beddings at home or school (<i>mats, mattresses, bed sheets, bed covers, blankets</i>), ● role-play how to care for the sleeping area by taking turns cleaning and organising a sleeping area (<i>wash, dry and air own beddings, sweeping/mopping</i>), ● discuss causes of bedwetting in groups (<i>drinking too much liquid before sleeping, dreaming, not able to control bladder, feeling unwell</i>), ● mention hygiene practices to observe during bed wetting (<i>washing soiled beddings, airing beddings, covering the mattress with mackintosh, bathing daily</i>), ● think, pair and share ideas on the 	Why is personal hygiene important in your sleeping area?

			<p>effects of bedwetting (<i>bad smell, bed sores, low self-esteem, beddings infested with maggots</i>),</p> <ul style="list-style-type: none"> ● use digital devices or print media to search for more information on problems related to bed wetting and share with peers, ● observe safety precautions and practices when using digital devices to search and watch videos on problems related to bed wetting to develop digital citizenship, ● regularly maintain cleanliness and orderliness in sleeping area/bed at home or school to enhance commitment and consistency. 	
<p>Core Competency to be developed: Digital Literacy: Learner develops digital citizenship while observing safety precautions and practices when using digital devices to search and watch videos on problems related to bed wetting.</p>				
<p>Values: Integrity: Learner enhances consistency when committed to making own sleeping area daily.</p>				
<p>Pertinent and Contemporary Issues: Life skills: Learner enhances personal responsibility when washing and caring for beddings.</p>				
<p>Link to other learning areas: Materials used as beddings can be used when learning new words in English Activities.</p>				

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) mention how people express feelings in real life, b) label emotions expressed by self and others, c) mimic ways in which emotional needs are met in real life situation, 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, ● watch video clips or observe pictures of people expressing various emotions (<i>sad, happy, angry, fear</i>) and share with peers, ● match pictures with the emotions expressed, ● draw and colour images showing various ways of expressing emotions, ● discuss how various emotional needs are met (<i>empathy, love, attention, praise</i>), ● role play how various emotional needs are expressed and met, 	How do people show the way they feel?

			<ul style="list-style-type: none"> ● talk about the need for help when role playing expressions of emotional needs, ● make posters showing different ways of expressing emotions. 	
Core Competency 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.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Food in Our Environment (8 lessons)	By the end of the Sub Strand, the learner should be able to: 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"> ● think, pair and share on different foods found in the locality, ● use digital devices or print media to search for information on various food groups, ● use pictures, common food items or video clips to classify various foods into the three food groups (<i>energy giving, body building and protective foods</i>), ● use digital devices or print media to search for information on table manners and share with others, ● role play on how to observe good table manners when taking meals (<i>proper food portioning, eating with mouth closed, not talking while</i> 	1. Why do we have different food items in the locality? 2. Which things do you do during eating?

			<p><i>eating, washing hands before eating, not picking your nose or teeth while eating, clearing the table),</i></p> <ul style="list-style-type: none"> ● observe good table manners when taking meals during role playing to enhance self-drive, ● think, pair and share the reasons why people eat too much or too little food, ● use video clips or print media or age appropriate case stories to find out the problems (<i>overweight and underweight</i>) associated with eating too much or too little food, ● find out from parents or guardian the problems associated with eating too much or too little food (<i>overweight and underweight</i>) to develop self-awareness skills. 	
<p>Core Competency to be developed: Citizenship: Learner develops self-awareness while finding out the problems (<i>overweight and underweight</i>) associated with eating too much or too little food.</p>				

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- (*lifestyle diseases*).

Link to other learning areas:

Grouping food items relates to skills of sorting and grouping learnt in Mathematics 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) recognise safe and unsafe places in the community, c) apply 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 in pairs, ● discuss how to keep safe in the community (<i>road safety, responding to strangers, avoiding open pits, keeping company, emergency contacts, safe routes, internet safety, bullying awareness and fire safety</i>), ● use pictures, flash cards or video games showing various places (<i>some safe and some unsafe</i>) to sort into the two categories (<i>safe and unsafe</i>), ● share learning resources (<i>pictures, flash cards, digital devices</i>) with peers while working in groups to enhance a caring attitude, 	How do you keep safe in the community?

			<ul style="list-style-type: none">● discuss dangerous places in the community (<i>rivers, roads, dams, forests, open pits, abandoned buildings</i>),● discuss behaviours that expose one to danger (<i>playing near roads and walkways, using cell phones and earphones while walking beside roads and walkways, visiting places unaccompanied by a parent, guardian or a caregiver</i>),● 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 to develop listening skills,● use digital devices or pictures to identify the basic road safety signs (<i>pedestrian crossing, stop sign and traffic lights</i>),	
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			<ul style="list-style-type: none"> ● role play on how to use basic road signs for personal safety, ● find out from parents or guardians the appropriate ways of responding to strangers, ● take a safety walk around neighbourhood with guidance from a parent or guardian and share findings with peers. 	
<p>Core Competency to be developed:</p> <p>Communication and Collaboration: Learner develops listening skills when keenly and actively following a story from resource persons on different ways of keeping safe in the community.</p>				
<p>Values:</p> <p>Love: Learner enhances a caring attitude when sharing learning resources with peers while working in groups.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Life skills: Learner develops safety and security awareness when discussing on how to keep safe in the community.</p>				
<p>Link to other learning areas:</p> <p>Basic road safety signs draws knowledge and concepts from colours (red, yellow, black, white, green, orange) 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: <ul style="list-style-type: none"> a) mention cultural events carried out in the community, b) recognise cultural events that promote social well-being in the community, c) categorise cultural events performed by various communities, d) embrace cultural events that promote social well-being in the community. 	The learner is guided to: <ul style="list-style-type: none"> ● share experiences on cultural events in the community in pairs, ● practise singing and dancing to songs performed during cultural events in the community, ● find out from parents, guardians and elders, about cultural events that promote social well-being and share with peers to develop active community life skills, ● use pictures or video clips to classify cultural events that promote environmental care and social well-being in the community (<i>child naming, initiation, dowry ceremonies, harvesting, planting as applicable</i>), ● role play cultural events performed by various communities, 	How are cultural events carried out in your community?

			<ul style="list-style-type: none"> • take part in cultural events in the community, • take up assigned roles during cultural events in the community to enhance diligence. 	
<p>Core Competencies to be developed: Citizenship: Learner develops active community life skills while finding out from parents, guardians and elders about cultural events that promote social well-being.</p>				
<p>Values: Responsibility: Learner enhances diligence when accepting assigned roles during cultural events in the community.</p>				
<p>Pertinent and Contemporary Issues: Citizenship: Learner enhances social cohesion when singing songs in indigenous languages during cultural events.</p>				
<p>Link to other learning areas: Participation in cultural events relates to skills of singing and dancing in Creative Activities.</p>				

Assessment Rubric

Level Indicator	Exceeds Expectation(4)	Meets Expectation (3)	Approaches Expectation (2)	Below Expectation (1)
Ability to identify locally available materials that can be used as beddings	Elaborately identifies locally available materials that can be used as beddings	Identifies locally available materials that can be used as beddings	Identifies locally available materials that can be used as beddings with minimal hints	Identifies locally available materials that can be used as beddings when given many hints
Ability to identify common foods found in the immediate environment	Clearly identifies common foods found in the immediate environment	Identifies common foods found in the immediate environment	Identifies common foods found in the immediate environment with minimal prompts	Identifies common foods found in the immediate environment even with many clues
Ability to recognise safe and unsafe places	Correctly and accurately recognises safe and unsafe places	Recognises safe and unsafe places	Recognises safe and unsafe places but makes minimal errors	Recognises safe and unsafe places with prompts
Ability to categorise cultural events performed by various communities	Perfectly categorises cultural events performed by various communities	Categorises cultural events performed by various communities	Partly categorises cultural events performed by various communities	Partly categorises cultural events performed by various communities but with omissions

Ability to recognise cultural events that promote environmental and social well-being.	Exemplary categorises cultural events that promote environmental and social well being	Recognises cultural events that promote environmental and social well	Recognises cultural events that promote environmental and social well-being with a few clues	Recognises cultural events that promote environmental and social well-being with many cues
Ability to carry out hygiene practices in sleeping areas for a healthy environment	Carries out hygiene practices in sleeping areas for a healthy environment frequently	Carries out hygiene practices in sleeping areas for a healthy environment	Carries out hygiene practices in sleeping areas for a healthy environment less frequently	Rarely carries out hygiene practices in sleeping areas for a healthy environment
Ability to apply basic road signs for personal safety	Always applies basic road signs for personal safety	Applies basic road signs for personal safety	Applies basic road signs for personal safety occasionally	Applies basic road signs for personal safety when prompted
Ability to label different emotions expressed by self and others	Exceptionally recognises different emotions expressed by self and others	Recognises different emotions expressed by self and others	Recognises some emotions expressed by self and others	Recognises some emotions expressed by self and others with prompts
Ability to mimic ways in which emotional needs are met in real life situation,	Mimics ways in which emotional needs are met in real life situation with precision	Mimic ways in which emotional needs are met in real life situation	Mimics ways in which emotional needs are met in real life situation with minimal omissions	Mimic ways in which emotional needs are met in real life situation with many omissions

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 (10 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> identify unfavourable weather conditions, explain dangers of unfavourable weather conditions on people, respond appropriately to unfavourable weather conditions in the locality, appreciate the importance of keeping safe during unfavourable weather conditions. 	The learner is guided to: <ul style="list-style-type: none"> share experiences on unfavourable weather conditions in pairs, use digital device and print media to search for information on unfavourable weather conditions (<i>heavy rainfall, drought, strong winds, extreme heat, snow, fog</i>) and share findings with peers, equitably share available learning resources to enhance cooperation when finding out more information on unfavourable weather conditions, discuss the effects of unfavourable weather conditions in the environment (<i>floods, water scarcity, loss of lives, destruction of property</i>), 	How can you keep safe during unfavourable weather conditions?

			<ul style="list-style-type: none"> ● read or listen to stories about appropriate responses to adverse weather conditions from the teacher, guardians or resource person, ● actively engage in discussions on effects of unfavourable weather conditions to develop listening and speaking skills, ● match unfavourable weather conditions with corresponding safety measures (<i>shelter indoors, avoid walking through stagnant and flood waters, stay indoors and dress warmly during extreme cold and foggy weather, drink enough water and avoid prolonged exposure to the sun</i>), ● take action 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. 	
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<p>Core Competency to be developed: Communication and Collaboration: Learner develops listening and speaking skills while actively engaging in discussions on effects of unfavourable weather conditions.</p>
<p>Values: Social Justice: Learner enhances cooperation when equitably shares available learning resources when searching for information on unfavourable weather conditions.</p>
<p>Pertinent and Contemporary Issues: Life Skills: Learner makes right choices on the clothes to wear during unfavourable weather conditions.</p>
<p>Link to other learning areas: Reading and listening to stories about appropriately responses to adverse weather conditions relates to active listening skills in English Activities.</p>

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)

<p>2.0 Natural Environment</p>	<p>2.2 Soil (8 lessons)</p>	<p>By the end of the Sub Strand, the learner should be able to:</p> <ol style="list-style-type: none"> 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. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ● move around the school environment and collect different soil samples, ● use sense of touch to interact with various samples of soil (<i>sand, loam and clay soils</i>) to feel texture, ● mount different soil samples on a chart and display the chart in class, ● find out from parents or guardians on types of soil found in the locality and share with peers, ● discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees,</i>) and share with peers, ● carry out tree planting activities in the community, ● participate actively in communal tree planting activities to develop decision making abilities, ● engage in tree planting activities in the community to enhance awareness of the responsibilities 	<ol style="list-style-type: none"> 1. How can we care for soil? 2. What can you do to protect our soil?
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			in the society.	
Core Competency to be developed:				
Communication and Collaboration: Learner develops decision making abilities when actively participating in communal tree planting activities.				
Values:				
Patriotism: Learner enhances awareness of responsibilities in the society when engaging in tree planting activities in the community to avoid natural environmental disasters such as drought and floods.				
Pertinent and Contemporary Issues:				
Health promotion issues: Learner promotes hygiene practices when washing hands after manipulating soils and participating in tree planting activities to prevent communicable diseases.				
Link to other learning area:				
Characteristics of soils can be used by the learner when learning about modelling in Creative Activities.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Heat	By the end of the Sub Strand, the learner should be able to: a) list sources of heat in	The learner is guided to: <ul style="list-style-type: none"> • think, pair and share on sources of heat used at home, • discuss with peers sources of heat in 	Why is heat important in your daily life?

	(10 lessons)	<p>the environment,</p> <p>b) identify uses of heat in the environment,</p> <p>c) carry out activities of conserving heat in the environment,</p> <p>d) appreciate the importance of different sources of heat in daily life.</p>	<p>the environment to enhance open mindedness for diverse opinions,</p> <ul style="list-style-type: none"> ● use pictures or video clips to find out various sources of heat in the environment (<i>sun, charcoal, firewood and kerosene, electricity, gas</i>), ● discuss uses of heat in the environment and share in class (<i>cooking, warming, ironing, drying</i>), ● discuss basic heat conservation measures (<i>turning off heat sources when not in use, use energy saving stoves, protecting the fireplace from wind</i>), ● role play how to conserve heat in the environment (<i>using energy without wasting it</i>), ● think, pair and share with peers on how to keep safe when dealing with heat from various sources of heat (<i>avoid playing with fire and electrical appliances, prolonged exposure to sun, be aware of fire alarms, be accompanied by responsible adults around fireplace</i>) ● find out from parents or guardians ways of conserving heat at home, 	
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			<ul style="list-style-type: none"> reflect on own experiences of conserving heat at home and share with others. 	
Core Competency to be developed: Learning to learn: Learner reflects on own experiences of conserving heat at home and shares with others.				
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 from various sources of heat.				
Link to other learning areas: Uses of heat can be used by learners when learning about drying clay models in Creative Activities.				

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain dangers of unfavourable weather conditions on people	Explains dangers of unfavourable weather conditions on people with confidence and accuracy	Explains dangers of unfavourable weather conditions on people	Explains dangers of unfavourable weather conditions on people with less confidence and minimal errors	Explains dangers of unfavourable weather conditions on people with frequent prompts

Ability to mention characteristics of different types of soil	Clearly and confidently mentions the characteristics of different types of soil	Mentions the characteristics of different types of soil	Partly mentions the characteristics of different types of soil	Partly mentions the characteristics of different types of soil with prompts
Ability to identify uses of heat in the environment	Identifies uses of heat in the environment exhaustively	Identifies uses of heat in the environment	Partly identifies uses of heat in the environment	Partly identifies uses of heat in the environment with hints
Ability to respond appropriately to unfavourable weather conditions in the locality	Always responds appropriately to unfavourable weather conditions in the locality	Responds appropriately to unfavourable weather conditions in the locality	Sometimes 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	Effortlessly carries out basic soil conservation activities in the environment	Carries out basic soil conservation activities in the environment	Carries out basic soil conservation activities in the environment with minimal effort	Carries out basic soil conservation activities in the environment with much effort
Ability to carry out activities of conserving heat in the environment	Carries out activities of conserving heat in the environment effortlessly	Carries out activities of conserving heat in the environment	Carries out activities of conserving heat in the environment with minimal effort	Carries out activities of conserving heat in the environment with much effort

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 used to make water clean, c) conserve water at home and school as 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, pair and share on sources and uses of water in the environment, ● observe pictures, listen to audio or watch video clips on how water can be contaminated in the environment (<i>Human activities-washing clothes, bathing, urinating, swimming; Animals- drinking directly from water source, excreting in water sources</i>), ● improvise water filters to enhance development of unique and new ideas, ● clean dirty water through filtration using different materials (<i>a piece of cloth, improvised water filter, sieve</i>), ● take pictures or draw and colour an improvised water filter using locally available resources, ● discuss on how to make water safe for drinking (<i>boiling</i>) using a variety of 	How can you keep water clean and safe?

			<p>learning resources (<i>video clips, pictures</i>),</p> <ul style="list-style-type: none"> ● discuss with parents or guardians on how water is made safe for drinking by boiling, ● tell activities at home where water is used (<i>washing clothes, hands, dishes, vegetables, fruits</i>), ● discuss with peers some of the ways in which water can be reused (<i>watering plants, washing toilets, sprinkling on earthen surfaces to reduce dust, cleaning outdoor surfaces</i>), ● find out from parents or guardians other ways in which water can be reused at home and share with peers, ● make posters on ways of conserving water in the environment. 	
<p>Core Competency to be developed: Creativity and Imagination: Learner develops unique and new ideas when using locally available materials to make improvised water filters.</p>				
<p>Values: Unity: Learner enhances team spirit while working collaboratively when making a water filter from locally available materials.</p>				
<p>Pertinent and Contemporary Issues: Life skills: Learner enhances unity and cooperation instead of competition when making improvised filters from locally available materials.</p>				

Link to other learning areas: Making improvised filter from locally available materials can be used by learners when learning about sequencing				
Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (12 lessons)	By the end of the Sub Strand, the learner should be able to: <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. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to a resource person, watch video clips or read print media on safety measures to observe when handling plants in the environment (<i>protective gear, knowledge of poisonous plants, hand washing, use of tools, disposal of plant waste</i>), ● carry out nature walk around and interact with different plants found in the immediate environment (<i>take photos of different plants, pick a few plants or parts</i>) and make portfolios, ● discuss types of plants (<i>edible, non-edible</i>) found in the locality with peers, ● sort and group various plants in the environment as edible/non edible, ● draw and colour one type of plant and display in class, ● search from the internet or print media items used to make kitchen gardens (<i>old</i> 	How are plants important in the environment?

			<p><i>tires, basins, pipes, sacks, hanging/floating pots, plastic containers, hanging walls),</i></p> <ul style="list-style-type: none"> ● manipulate digital devices when searching for various forms of kitchen gardens from the internet, take photos of the kitchen garden and share with peers, ● create a kitchen garden in school using locally available materials and plant different vegetables (<i>kales, spinach, tomatoes, onions, black nightshade, coriander/dhania</i>) as a class project, ● complete assigned project; kitchen garden creating activities at school, to embrace hard work. 	
<p>Core Competency to be developed:</p> <p>Digital literacy: Learner manipulates digital devices when searching for various forms of kitchen garden from the internet.</p>				
<p>Values:</p> <p>Responsibility: Learner embraces hard work when completing assigned tasks in creating kitchen garden at school.</p>				
<p>Pertinent and Contemporary Issues:</p> <p>Health Promotion Issues: Learner promotes safety skills while observing safety precautions when handling different plants in the environment during nature walk.</p>				
<p>Link to other learning areas:</p> <p>Creating a kitchen garden draws knowledge from concepts of measurement (length) in Mathematics Activities.</p>				

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: <ol style="list-style-type: none"> a) mention importance of domestic animals to human beings, b) determine ways of caring for domestic animals, c) carry out activities for caring domestic animals, d) reflect on the value of domestic animals to human beings. 	The learner is guided to: <ul style="list-style-type: none"> ● think, pair and share on types of animals found in the community, ● talk about the various uses of domestic animals to human beings (<i>source of food, security, companionship, manure, animal power, sports, source of energy-biogas</i>), ● listen to a resources person, read age appropriate stories on how to care for domestic animals (<i>cleaning the habitats, grooming, feeding, watering</i>), ● role playing care for domestic animals to develop the skill of working independently, ● role playing care for big domestic animals (<i>cattle, goat, sheep</i>) to enhance compassion, 	How can you care for animals at home and school?

			<ul style="list-style-type: none"> gather more information from parents or guardians on use and care for domestic animals and share with peers. 	
<p>Core Competency 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 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 Enterprise Projects (12 lessons)	By the end of the Sub Strand, the learner should be able to: <ol style="list-style-type: none"> a) identify waste materials which can be used to generate income, b) mention ways in which waste materials can be used to generate income, c) carry out activities to manage waste materials in the 	The learner is guided to: <ul style="list-style-type: none"> ● use pictures, video clips or realia (<i>bottles, cans, waste paper, waste clothing materials</i>) to explore various types of waste materials in the environment, ● discuss various ways of using waste to generate income in the immediate environment in groups (<i>flower vases, water glasses, jewellery, decorative art pieces, pencil/pen holder, pillows, animal feeders</i>), ● use digital devices or print materials to search for more information on ways of making money from waste, 	How can waste materials be used to generate income?

		<p>environment, d) value use of different waste materials to make money in the community.</p>	<ul style="list-style-type: none"> ● discuss safety measures to be observed when handling waste materials for enterprise activities (<i>potential hazards, keeping company of a responsible adult, personal protective equipment-gloves, aprons, gumboots, masks, hygiene practices-Hand washing</i>), ● 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 (<i>identify waste materials, choose products, collect waste materials, create products, sell the products, or minimise bought items</i>), ● display transparency when accounting for money generated from the projects. 	
<p>Core Competency to be developed: Creativity and Imagination: Learner develops unique and new ideas when undertaking activities that can manage waste materials in the environment.</p>				
<p>Values: Integrity: Learner enhances accountability when displaying transparency when accounting for money generated from the</p>				

projects.

Pertinent and Contemporary Issues:

Health promotion issues: Learner develops habits of safety and hygiene when washing hands after handling waste materials.

Link to other learning areas:

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

Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to name ways in which water can be contaminated	Comprehensively names ways in which water can be contaminated	Names ways in which water can be contaminated in the environment	Names ways in which water can be contaminated with minimal errors	Names ways in which water can be contaminated even with hints
Ability to classify plants in the environment into edible and non-edible	Explicitly classifies plants in the environment into edible and non-edible even those not within the immediate environment	Classifies plants in the environment into edible and non-edible	Classifies plants in the environment into edible and non-edible with minimal prompts	Classifies plants in the environment into edible and non-edible when given cues
Ability to identify safety measures to observe when handling different plants	Comprehensively identifies safety measures to observe when handling different plants	Identifies safety measures to observe when handling different plants	Identifies safety measures to observe when handling different plants with minor errors	Identifies safety measures to observe when handling different plants with difficulties even when given hints

Ability to conserve water at home and school as scarce resource	Conserves water at home and school as scarce resource effortlessly	Conserves water at home and school as scarce resource	Conserves water at home and school as scarce resource with minimal effort	Conserves water at home and school as scarce resource when prompted
Ability to carry out activities for caring domestic animals	Carries out activities for caring domestic animals consistently	Carries out activities for caring domestic animals	Carries out activities for caring domestic animals with minimal prompts	Carries out activities for caring domestic animals when frequently prompted

Appendix I

Community Service Learning at Lower Primary

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

Steps in carrying out the integrated CSL activity

1) Preparation

- Determine the activity for the learners
- Map out the targeted core competencies, values and specific learning areas skills for the CSL activity

- Identify resources required for the activity (locally available materials)
- Stagger the activities across the term (Set dates and time for the activities)
- Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community
- Identify and develop assessment tools

2) **Implementation of CSL Activity**

- Assigning roles to learners.
- Ensure every learner actively participates in the activity
- Observe learners as they carry out the CSL activity and record feedback.
- Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)
- Assess the targeted core competencies, values and subject skills.

3) **Reflection on the CSL Activity**

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

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

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

The integrated CSL activity will take a Whole School Approach (WSA) where the entire school community is involved (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are key stakeholders in the planning and execution of the CSL activity. Although the teacher takes the lead role in the planning and integration of the CSL activity, learners will be expected to participate actively in the whole process.

The CSL activity provides an opportunity for the development of core competencies and the nurturing of various values. The teacher is expected to vary the core competencies and values emphasised in the activity yearly.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, and core competencies developed and values nurtured. Assessment should focus on both the process and end product of the CSL activity. The teacher will assess learners in groups using various tools such as an observation schedule, checklist, rating scale or any other appropriate assessment tool.

Appendix II

Suggested Learning Resources, Assessment Methods and Non formal Activities

Suggested Learning Resources	Suggested Assessment Methods
<ul style="list-style-type: none">● Approved curriculum support materials,● Resources found in a home; Beddings (<i>mats, mattresses, bed sheets/covers, bed, blankets</i>), water, cleaning, utensils, cutlery, laundry equipment food items.● Digital devices,● Journals, magazines, pictures charts, flash cards● Paints and painting brushes, Drawing materials● Seeds, tree seedlings, soil samples● Assorted farm tools,● Charcoal, fire wood,● Plastic containers	<ul style="list-style-type: none">● Observation,● Written test,● Oral questions,● Aural questions,● Peer assessment,● Self-assessment

- | | |
|---|--|
| <ul style="list-style-type: none">● Resource persons● Waste paper, clothing materials, knitting yarn, scissors,● Personal protective equipment-gloves, aprons, gumboots, masks, | |
| Non formal Activities that Support Learning <ul style="list-style-type: none">● School routine activities● Games and sports● Clubs and societies | |