



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

COMMUNITY SERVICE LEARNING

GRADE 11

OCTOBER, 2025

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TABLE OF CONTENTS

NATIONAL GOALS OF EDUCATION	II
THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM	IV
LEARNING OUTCOMES FOR SENIOR SCHOOL	IV
TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL	V
TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL	VI
ESSENCE STATEMENT	VII
SUBJECT GENERAL LEARNING OUTCOMES	VII
SUMMARY OF STRANDS AND SUB STRANDS GRADE 11	VIII
STRAND 1.0: CITIZENSHIP	1
STRAND 2.0 LIFE SKILLS EDUCATION	10
STRAND 3.0 ACTION RESEARCH	17
STRAND 4.0: SOCIAL ENTREPRENEURSHIP	22
APPENDIX I: LIST OF ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES	29

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

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

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

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

a) Social Needs

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

b) Economic Needs

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

c) Technological and Industrial Needs

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

3. Promote individual development and self-fulfilment

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

4. Promote sound moral and religious values.

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

5. Promote social equity and responsibility.

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

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

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

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

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

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

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

iii

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

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

iv

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

v

TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
* PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

vi

ESSENCE STATEMENT

Community Service Learning (CSL) is a core subject at the Senior School that emphasises the link between education and the labour market through creating platforms for nurturing entrepreneurial skills, competencies and partnerships with communities. It builds on knowledge, skills, values and attitudes acquired from all learning areas experienced in Junior School.

In its implementation, CSL covers aspects of Citizenship, Life Skills Education, Action Research and Social Entrepreneurship. It provides an opportunity for mutual benefit between the learner and respective communities as they collaborate in identifying, designing solutions and solving community gaps or challenges together. A learner engages in hands-on age-appropriate activities or projects to firm up different competencies like critical thinking, creativity and problem solving as they seek to address pertinent and contemporary issues in the community.

In the overall, CSL broad emphasis on promotion of social responsibility and community linkages in experiential learning, equips learners for take-off after basic education. Learners are linked with the community, grounded for personal development, labour market or entrepreneurship and further learning in tertiary institutions or universities.

SUBJECT GENERAL LEARNING OUTCOMES

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

1. Engage in community initiatives at all levels as a responsible citizen.
2. Respect and value diversity for peaceful coexistence.
3. Apply life and financial skills to create sustainable social enterprises.
4. Use research skills to improve self and community.
5. Uphold integrity, care for others, and promote positive values.
6. Communicate effectively and build cross-cultural relationships.
7. Recognize the impact of Community Service Learning on societal issues.

vii

SUMMARY OF STRANDS AND SUB STRANDS GRADE 11

S/N	STRAND	SUB STRANDS
1.0	Citizenship	1.1 Civic Dialogue
		1.2 Advocacy in the Community
		1.3 Leadership Development
		1.4 Intercultural Competence
2.0	Life Skills Education	2.1 Nurturing Empathy
		2.2 Negotiation Skills
		2.3 Building Consensus
3.0	Action Research	3.1 Problem Identification Process
		3.2 Implementation and Reflection
4.0	Social Entrepreneurship	4.1 Social Enterprise Development
		4.2 Social Enterprise Promotion
		4.3 Social Enterprise Management

viii

STRAND 1.0: CITIZENSHIP

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
Citizenship	1.1 Civic Dialogue	By the end of the sub strand, the learner should be able to: a) examine effective civic dialogues in community engagement, b) analyse steps of civic dialogue for community engagement, c) engage in civic dialogue on an identified issue in the community, d) appreciate the value of civic dialogue in the community.	The learner is guided to: - brainstorm qualities of effective civic dialogues and present in class (<i>inclusivity, flexibility, solution-oriented, active listening, clear purpose</i>), - search using digital devices or print media for steps of civic dialogue and make presentations (<i>identify the issue to be discussed, plan the dialogue, conduct the dialogue, capture recommendations</i>), - watch a video clip or read a documentary depicting a civic dialogue in the community and offer a critique, - craft and perform skits on civic dialogue on selected issues in the community, - engage community members in a civic dialogue on an identified	1. How would you conduct an effective civic dialogue? 2. Why are civic dialogues important in a community?

1

			issue, write a report and reflect on successes and areas of improvement.	
Core Competencies to be developed: - Communication and Collaboration: Learner recognises the value of others' ideas as they engage in civic dialogue. - Citizenship: Learner applies qualities of effective civic engagement when carrying out civic dialogue. - Self-efficacy: Learner shows a concerted attention to detail, thinks of potential challenges and mitigates them as they craft and perform skits on civic dialogue.				
Values: - Respect: Learner displays open-mindedness when crafting and performing skits on civic dialogue on selected issues in the community. - Patriotism: Learner engages in civic dialogue with the community members on an identified problem. - Peace: Learner demonstrates respect for diversity when carrying out the civic dialogue with the community members.				
Pertinent and Contemporary Issues (PCIs): Online safety: Learner observes online safety when using digital devices to search for steps of civic dialogue.				

2

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Citizenship	1.2 Advocacy in the School Community	By the end of the sub strand, the learner should be able to: a) analyse principles of advocacy in the school community, b) execute advocacy campaigns to address identified issues in the school community, c) embrace advocacy as an avenue for school community change.	The learner is guided to: - brainstorm the meaning of advocacy as a means of addressing school community issues and share, - use digital or print resources to search for principles of advocacy (<i>evidence-based approach, inclusivity, collaboration, respectful communication, solution-based</i>) in the school community and make presentations in class, - determine relevant stakeholders in the school community to work with in order to realize an identified advocacy campaign, - develop an action plan for the advocacy campaign (<i>activities, strategies, dates, resources, roles, responsibilities</i>), - carry out the advocacy	How can you effectively advocate for issues affecting the school community? Why should you advocate for issues affecting the school community?

3

			campaign with stakeholders, reflect and report on experiences and lessons learned.	
Core competencies to be developed: - Self-efficacy: Learner sets targets when developing an action plan outlining dates, resources, roles, responsibilities and activities. - Critical Thinking and Problem-solving: Learner explores problems and creates possible solutions as they identify a problem in the school community and the desired positive change to advocate for. - Creativity and Imagination: Learner uses imagination to generate new ideas as they develop activities for an advocacy campaign.				
Values: - Social Justice: Learner fosters fairness and justice among peers and school community members when advocating for positive change. - Patriotism: Learner serves the school community by implementing advocacy activities.				
Pertinent and Contemporary Issues (PCIs): Social awareness: Learner champions for desired positive change as they identify a problem in the school community to address through advocacy.				

4

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Citizenship	1.3 Leadership Development	By the end of the sub strand, the learner should be able to: a) evaluate the importance of good leadership in society, b) develop criteria for selecting effective leaders, c) apply effective leadership in executing activities in the school community, d) embrace effective leadership in the school community.	The learner is guided to: - brainstorm the importance of good leadership in society, - search and analyse case studies of leaders - <i>historical or contemporary</i> and critique their <i>social, economic and political impacts</i> in their societies, - generate criteria for selecting effective leaders in the school community (<i>such as past records, skills, vision, integrity, empathy</i>) and make presentations, - role play scenarios demonstrating qualities of good leadership and reflect on how they can be applied in other contexts, - reflect on the current CSL leadership guidelines and make any necessary adjustments.	What role can you play to ensure effective leadership?

Core Competencies to be developed:

- Communication and Collaboration: Learner listens and speaks clearly when discussing the criteria for selecting effective leaders in the school community.
- Citizenship: Learner displays civic-mindedness as they brainstorm the importance of good leadership in society.
- Learning to learn: Learner learns independently as they gather information from a variety of sources on the social, economic, and political impacts of historical or contemporary leaders.

Values:

- Patriotism: Learner displays democracy and the rule of law as they amend the CSL leadership guidelines on governing leadership.
- Respect: Learner portrays patience as they listen to the opinions of others when discussing and developing a criterion of effective leadership in the school community.

Pertinent and Contemporary Issues (PCIs):

Good Governance: Learner demonstrates good governance as they role play scenarios of good qualities in leadership.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Citizenship	1.4 Intercultural Competence	By the end of the sub strand, the learner should be able to: - assess principles of intercultural engagement in the community, - analyse challenges of intercultural engagements in the community, - apply solutions to challenges of intercultural engagements in day-to-day life, - promote intercultural engagements in the community.	The learner is guided to: - discuss principles of intercultural engagement (<i>respect for cultural diversity, adaptability and flexibility, tolerance for cultural diversity</i>), - share and critique experiences on their past intercultural interactions with the community, - brainstorm challenges of intercultural integration (<i>biases, intolerance, stereotypes, communication</i>) and suggest solutions to address the challenges, - plan and participate in	- Why is intercultural competence important? - How can you promote intercultural competence in the community?

7

			an intercultural activity in the community <i>such as cultural day, interfaith meetings</i>) to showcase diverse intercultural competencies conduct a reflective session on the intercultural activity carried out.	
Core Competencies to be developed: Learning to Learn: Learner shares what they have learnt as they critique experiences on their past intercultural interactions within the school community, as they worked on CSL activities. Communication and Collaboration: Learner recognises the value of other people's ideas when conducting a reflective session on the intercultural activity carried out.				
Values: Respect: Learner displays humility when sharing and critiquing experiences on their past intercultural interactions with the school community. Unity: Learner collaborates with others as they plan and participate in an intercultural activity in the school.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learners coexists harmoniously as they plan and participate in an intercultural activity in the school.				

8

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to engage in civic dialogue on an identified issue in the school community.	Initiates and leads civic dialogue respectfully; encourages multiple perspectives and deepens understanding.	Participates respectfully in civic dialogue; acknowledges different perspectives and contributes meaningful ideas	Engages in civic dialogue with some respect; listens inconsistently and may need prompting to engage inclusively.	Rarely participates in civic dialogue or shows limited respect for differing perspectives.
Ability to apply effective leadership in executing activities in the school community.	Demonstrates proactive application of leadership by organizing, motivating and managing challenges effectively.	Applies effective leadership in executing activities in the community.	Shows emerging leadership application by completing assigned roles but may need support in decision-making or coordination.	Requires frequent guidance to take initiative or contribute to leadership tasks.
Ability to apply solutions to challenges of intercultural engagements in the school community.	Applies inclusive and context-aware solutions, showing sensitivity to diverse perspectives.	Applies solutions to challenges of intercultural engagements in the community.	Applies basic solutions but may overlook important cultural dynamics in the community.	Shows limited ability to apply relevant solutions; may misunderstand the nature of intercultural challenges.

STRAND 2.0 LIFE SKILLS EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Life Skills Education	2.1 Nurturing Empathy	By the end of the sub strand, the learner should be able to: a) analyse empathetic practices in the school community, b) practise empathetic deeds in day-to-day life, c) develop solutions to barriers that hinder empathetic practices in the school community, d) embrace empathetic attitudes in everyday life.	The learner is guided to: - brainstorm practices that show empathy within the school, highlighting their benefits and make presentations in class, - watch a video or read print sources on scenarios of compassionate/empathetic practices and reflect on values that promote empathetic practices, - evaluate barriers to empathetic practices in the school community and suggest solutions (<i>such as individualism, weak social connections, lack of awareness, judgment & bias</i>) in different situations, - plan and participate in empathetic/compassionate activities in or out of the school community	1. Why is empathy important in society? 2. How can you show empathy to a neighbour?

			(such as visits to vulnerable groups e.g. elderly, poor, sick, and orphaned), reflect on the empathetic/compassionate activities conducted for the well-being of society.	
Core Competencies to be Developed: - Communication and Collaboration: Learner enhances effective listening skills as they brainstorm compassionate practices in the community. - Critical Thinking and Problem Solving: Learner chooses the option they think will be most effective as they evaluate barriers to empathetic practices in the community and suggest solutions.				
Values: - Love: Learner shows empathy to others when participating in compassionate activities in the community. - Respect: Learner displays positive regard for others as they brainstorm compassionate practices in the community.				
Pertinent and Contemporary Issues (PCIs): Human Rights: Learner promotes rights for specialised groups as they participate in compassionate activities in the community.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Life Skills	2.2 Negotiation Skills	By the end of the sub strand, the learner should be able to: - explain the importance of negotiation skills in day-to-day life, - analyse essential negotiation skills that can be applied in real life situations, - apply negotiation skills in different situations in life, - exhibit values that enhance negotiation skills.	The learner is guided to: - brainstorm situations that require negotiations in the society in day-to-day life and make class presentations, - research and discuss essential negotiation skills (<i>active listening, recognising and managing emotions, persuasion and effective communication</i>) and make class presentations, - use digital or print materials to search real-life case studies where negotiation skills are applied and critique, - role play scenarios that require negotiation and critique their application of the essential negotiation skills, - reflect on the application of negotiation skills while engaging the community in CSL activities.	How can you enhance negotiation skills?
Core Competencies to be developed: Communication and Collaboration: Learner demonstrates the skill of working together as they brainstorm situations that				

require negotiation skills in society.
• Citizenship: Learner demonstrates critical and constructive dialogue as they role play scenarios that require negotiation skills in life.
Values: • Unity: Learner exhibits the spirit of working together as they research and discuss essential negotiation skills. • Peace: Learner portray tolerance and resolves differences amicably while role playing scenarios that require negotiation.
Pertinent and Contemporary Issues (PCIs): Social Awareness: Learner builds negotiation skills as they research, discuss, role play and reflect on the importance of negotiation skills in day-to-day life.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Questions
2.0 Life Skills	2.3 Building Consensus	By the end of the sub strand, the learner should be able to: - analyse the importance of consensus in day-to-day life, - use consensus building approaches for harmonious living, - apply solutions to address challenges in consensus building, - appreciate consensus building in day-to-day life.	The learner is guided to: • brainstorm the importance of building consensus in day-to-day life, • use digital devices or print sources to search and discuss approaches of building consensus (<i>gathering opinions, active listening, discussing ideas and differences, coming to an agreement and win-win situations</i>), • reflect and share past experiences on how they built consensus amongst themselves in the community and highlight challenges faced, • watch relevant video clips or analyse case studies on consensus building and critique, • invite a resource person to discuss challenges and solutions	1. Why is consensus building a key skill in life? 2. How can you build consensus in conflict situations?

			in consensus building efforts, role play a consensus-building activity on an issue-in the school community-and critique ways in which challenges to build consensus were addressed.	
Core Competencies to be Developed: - Communication and Collaboration: Learner works together with peers to discuss how they built consensus amongst themselves. - Digital Literacy: Learner manipulates digital devices to search and discuss approaches to building consensus.				
Values: - Unity: Learner displays cooperation as they discuss ways of building consensus. - Peace: The learner demonstrates knowledge and skills in building community consensus while showing respect for self and others.				
Pertinent and Contemporary Issues (PCIs): - Internet Safety and Security: Learner will display caution as they use digital devices to search and watch relevant video clips on consensus building. - Cultural Awareness: Learner exhibits cultural awareness skills as they role play a consensus-building activity on an issue where members have diverse opinions.				

Suggested Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to practise empathetic deeds in the community.	Proactively identifies and responds to the needs of others through impactful acts of empathy.	Practises empathetic deeds in the community.	Demonstrates empathy, but actions may lack depth or consistency.	Requires guidance to show empathy; may struggle to recognize or respond to others' needs.
Ability to apply negotiation skills in different situations in life.	Effectively applies negotiation skills to resolve conflicts or reach mutual agreements in diverse situations.	Applies negotiation skills in different situations in life.	Attempts negotiation but may have difficulty communicating clearly or reaching fair solutions.	Participates in negotiation only with support; may display poor listening or inflexible attitudes.
Ability to analyse the importance of building consensus in day-to-day life.	Provides insightful analysis of consensus-building, highlighting its value in decision-making, relationships and leadership.	Analyses the importance of building consensus in day-to-day life.	Identifies the role of consensus with some accuracy but may miss key implications or supporting examples.	Offers minimal or unclear analysis; requires support to articulate the relevance of consensus.

STRAND 3.0 ACTION RESEARCH

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Action Research	3.1 Problem Identification Process	By the end of the sub strand, the learner should be able to: a) explore problems in the community to address through action research, b) gather evidence on the problem identified in the community, c) recognise the importance of evidence-based problem identification in action research.	The learner is guided to: - explore and validate gaps or problems within the school community to address through action research, - use data collection tools (<i>questionnaires, interview guides, observation schedules</i>) for gathering evidence of the identified problem in the school community, - conduct simple analyses on the data collected to identify issues that need to be addressed in the school community, - design a problem statement (<i>nature of the problem, extent of the problem, evidence of the problem</i>) to guide the action research.	1. How can you mobilise the school community to participate in problem identification? 2. How can you ensure that you identify the most significant problem in the school community?

Core Competencies to be developed:

- Self-efficacy: The learner demonstrates keen attention to detail, when designing and using data collection tools to gather evidence of identified problems in the school community.
- Critical Thinking and Problem Solving: Learner evaluates different options as they conduct simple analyses on the data to identify the most significant problem to address in the community.

Values:

- Integrity: Learner avoids breaches of confidentiality and security when upholding research ethics during data collection.
- Respect: Learner demonstrates open-mindedness and accommodates others' views when building consensus on the most pressing problem that will be addressed.

Pertinent and Contemporary Issues (PCIs):

Integrity and principles of good leadership: Learner portrays care when handling critical data about their school and does not use or disseminate it to disadvantage the school.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Action Research	3.2 Implementation and Reflection	By the end of the sub strand, the learner should be able to: a) design solutions to address the identified problem in the community, b) implement an intervention to address the identified problem in the community, c) evaluate the impact of the intervention in addressing the problem within the community, d) appreciate action research as an approach to address problems in the community.	The learner is guided to: - brainstorm and research possible solutions to address the identified problem in the school, - analyse the proposed solutions and prioritise the most viable (<i>based on time and resources required, feasibility, scope and impact</i>), - develop an action plan to guide implementation of the solution (<i>objectives, activities, resources, timelines, roles, evaluation criteria</i>), - mobilise resources required for the implementation of the solution in the school community, - implement the solution and monitor the progress in the school community, - gather evidence, analyse, interpret and draw conclusions from data on the impact of the solution in	How can you determine the best solution to a problem in the school community?

19

			the school community, - write a brief report (<i>title, problem statement, action plan, findings, recommendations</i>) on the project carried out, - reflect on the entire process and highlight successes, challenges, and areas of improvement.	
Core Competencies to be developed: - Communication and Collaboration: Learner displays speaking and expressive skills when collaborating with peers and the school community to brainstorm potential solutions to the problem identified. - Critical thinking and Problem-Solving: Learner explores possible solutions to address a school community problem. - Learning to Learn: Learner reflects on their work and adjusts accordingly when reflecting on the impact of the solution.				
Values: - Respect: Learner exhibits patience and humility in accommodating divergent opinions when discussing each proposed solution. - Responsibility: Learner participates in resource mobilisation to facilitate the implementation of the solution to address a school community problem.				
Pertinent and Contemporary Issues (PCIs): Social cohesion: Learner works harmoniously to develop an action plan to guide the implementation of the solution.				

20

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to gather evidence on a problem identified in the school community.	Gathers detailed and relevant evidence using multiple tools and documents findings clearly.	Gathers evidence on a problem identified in the school community.	Gathers limited evidence with some gaps in relevance or clarity.	Gathers little or unclear evidence; relies heavily on support or direction.
Ability to implement an intervention to address an identified problem in the community.	Leads significantly to a well-organized intervention that shows creativity, collaboration, and measurable impact.	Implements an intervention to address an identified problem in the community.	Carries out the intervention with basic planning; may struggle with timing, roles, or follow-through.	Participates minimally in the intervention and requires substantial guidance to stay engaged.
Ability to evaluate the impact of the intervention in addressing school problems.	Thoughtfully evaluates the intervention's short- and long-term effects using reflection, feedback and evidence.	Evaluates the impact of the intervention in addressing school problems.	Provides basic evaluation with general statements; may lack evidence or depth of reflection.	Needs prompting to evaluate the impact; observations are vague or unsupported.

STRAND 4.0: SOCIAL ENTREPRENEURSHIP

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0: Social Entrepreneurship	4.1. Social Enterprise Development	By the end of the sub strand, the learner should be able to: a) analyse the procedure for making an identified social enterprise product, b) develop products for a social enterprise in the community, c) embrace social enterprise developments as ways of addressing community gaps.	The learner is guided to: • use digital devices to search for procedures for making identified social enterprise products (<i>tangible goods or services</i>), • design products (or do value-addition) using the procedures while observing standards and regulations (<i>consumer safety and quality</i>), • design creative branding for the developed product, • present samples of the finished product to potential customers for feedback, • improve the social	What is the importance of social entrepreneurship in a community?

			enterprise product based on feedback from potential customers.	
Core Competencies to be developed: - Self-efficacy: Learner displays clarity when presenting samples of finished products to potential customers for feedback. - Learning to learn: Learner organises his/her own learning when designing products using the procedures while observing standards and regulations.				
Values: - Respect: Learner accommodates divergent opinions when brainstorming the concept of social enterprise development and considerations in developing a social enterprise. - Patriotism: Learner participates in developing a social enterprise that serves the community.				
Pertinent and Contemporary Issues (PCIs): Effective Communication: Learner demonstrates effective communication skills when presenting samples of the finished product to potential customers for feedback.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0: Social Entrepreneurship	4.2 Social Enterprise Promotion	By the end of the sub strand, the learner should be able to: - analyse the concept of promotion for a social enterprise, - design methods for promoting a social enterprise, - apply appropriate methods to promote a social enterprise, - value product promotion of the social enterprise developed.	The learner is guided to: - brainstorm the concept of social enterprise promotion (<i>what, why and how</i>) and make a presentation, - develop communication messages related to the developed social enterprise products, - design and use appropriate promotion tools (<i>such as community workshops, digital marketing, posters, brochures, fliers</i>) for their identified social enterprise, - carry out promotional activities of the identified enterprise product in school (<i>advertising, social messages, posters, announcements in school forums</i>) and journal their experiences, - discuss solutions to address challenges in social enterprise promotion and journalise their ideas.	- How can you effectively promote your social enterprise? - Why is it important to market a social enterprise?

Core Competencies to be developed:

- Communication and Collaboration: Learner speaks engagingly and listens carefully when brainstorming on the concept of product promotion.
- Digital Literacy: Learner uses digital devices to design and use/create appropriate promotional materials for their social enterprise.

Values:

Unity: Learner cooperates with peers when developing strategies for promoting the social enterprise product.

Pertinent and Contemporary Issues (PCIs):

Online security: Learner demonstrates responsible use of the internet when creating digital platforms to market the product.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.0: Social Entrepreneurship	4.3 Social Enterprise Management	By the end of the sub strand, the learner should be able to: - evaluate strategies of sustainability for a social enterprise, - maintain records of the social enterprise for accountability, - develop solutions to challenges of social enterprises in the community, - embrace resilience in managing social enterprises in the community.	The learner is guided to: - use digital devices or print media to search for strategies for managing a social enterprise, - price and make continuous sales of the social enterprise products developed, - maintain records for their social enterprise (<i>receipts, cash books, inventory</i>), - discuss sustainability strategies for the social enterprise developed, - reflect on the challenges faced during the development and management of the social enterprise and develop solutions to address them, - plan and carry out exhibitions of social	How can you effectively sustain a social enterprise?

			enterprise products to showcase their success in the community.	
Core Competencies to be developed: - Self-efficacy: Learner plans exhibitions for their social enterprise efficiently by sorting out priorities, choosing tasks and focusing on achieving them. - Communication and Collaboration: Learner listens keenly and actively when discussing sustainability strategies for the social enterprise developed.				
Values: - Unity: Learner shares responsibilities with peers in maintaining records from the social enterprise. - Responsibility: Learner exhibits self-drive and determination when developing solutions to challenges faced in developing and managing their social enterprise.				
Pertinent and Contemporary Issues (PCIs): Cultural awareness: Learner demonstrates cultural awareness when discussing challenges faced in developing and managing their social enterprise.				

Suggested Assessment Rubric				
Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to apply the process of social enterprise development.	Comprehensively applies the process of social enterprise development.	Applies the process of social enterprise development.	Fairly applies the process of social enterprise development.	Applies the process of social enterprise development with assistance.
Ability to develop products for a social enterprise in the community.	Designs and develops innovative, high-quality products that are relevant, well-packaged, and meet community needs.	Develops products for a social enterprise in the community.	Develops basic products with limited innovation or relevance to the community context.	Requires support to develop products; outputs may be incomplete, unclear, or not suited to the intended purpose.
Ability to maintain records of the social enterprise for accountability.	Maintains clear, precise and well organised records of the social enterprise for accountability.	Maintains records of the social enterprise for accountability.	Develops basic records of the social enterprise for accountability.	Struggles to maintain records of the social enterprise for accountability.

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

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
1.0 Citizenship	1.1 Civic Dialogue	Teacher made tests Observation Portfolio	Approved textbooks and other printed resources TV/video/films/slides/ Internet sources/Radio programmes	Clubs such as debate clubs, Peace clubs, school assemblies
	1.2 Advocacy in the Community	Written reports Observation Portfolio Checklist	Approved textbooks and other printed resources TV/video/films/slides/ Internet sources/Radio programmes	Clubs such as debate clubs, Peace clubs, school assemblies
	1.3 Leadership Development	Oral Questions Observation Project Work Portfolio	Approved textbooks and other printed resources TV/video/films/slides/ Internet sources/Radio programmes	Conducting school, class and clubs leadership for various activities sensitising the school community on effective leadership through avenues such as school assemblies.
	1.4 Intercultural Competence	Written tests Observation Portfolio Oral questions	Approved textbooks and other printed resources TV/video/films/slides/ Internet sources/Radio	Clubs such as debate clubs, Peace clubs, school assemblies

29

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
			programmes	
2.0 Life skills	2.1 Nurturing Empathy	Written tests Observation Portfolio Oral questions	Digital resources Approved textbooks and other printed resources	Clubs such as Peer clubs, Peace clubs, school assemblies, visits to needy, chaplaincy
	2.2 Negotiation Skills	Written tests Oral questions	Digital resources such as video clips Approved textbooks and other printed resources	Clubs such as debate clubs, Peace clubs, school assemblies
	2.3 Building consensus	Written tests Oral questions	Digital resources Digital resources such as video clips Approved textbooks and other printed resources	Clubs such as Debate, Drama, Peace clubs, school assemblies
3.0 Action Research	3.1 Problem Identification	Checklists Written tests Observation Portfolio	Approved textbooks and other printed resources Video/films/slides/ Internet sources/Radio	Class Projects

30

Strand	Sub Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
		Oral questions	programmes	
	3.2 Implementation and Reflection	Written tests Observation Portfolio Oral questions	Digital resources Resource persons	Class projects
4.0 Social Entrepreneurship	4.1 Social Enterprise Development	Written tests Observation Portfolio Oral questions	Digital resources Approved textbooks and other printed resources	Clubs such as debate clubs, Peace clubs, school assemblies
	4.2 Social Enterprise	Written tests Observation Portfolio Oral questions	Digital resources Approved textbooks and other printed resources	Clubs such as debate clubs, Peace clubs, school assemblies
	4.3 Social Enterprise Management	Written tests Observation Portfolio Oral questions	Digital resources Approved textbooks and other printed resources	Clubs such as debate clubs, Peace clubs, school assemblies