REPUBLIC OF KENYA
MINISTRY OF EDUCATION

EARLY YEARS CURRICULUM DESIGN

INDIGENOUS LANGUAGES

GRADE 2

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. **Foster nationalism and patriotism and promote national unity.**

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

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

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

   a) **Social Needs**

   Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. 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 recognises 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 equality 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.

LESSON ALLOCATION AT LOWER PRIMARY

S/No	Learning Area	Number of Lessons
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**

GENERAL LEARNING OUTCOMES FOR PRIMARY EDUCATION

By the end of the Primary Education level, 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

Indigenous knowledge is embodied in the cultural, historical and social background of a people. It is acquired through daily life experiences and expressed through their language. During the early years of learning, indigenous language activities will inculcate in the learner appreciation of social cultural development and enhance effective communication skills. It will allow the learners to explore their immediate environment with confidence and act as a foundation for acquisition of a second language. It will also enable the learner to comprehend different phenomena in the immediate environment. The learning area addresses the ability of the learner to make meaning of letters and sounds thus making sense of written codes. It shall be taught in the language of the catchment area of the learner.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of Early Years Education, the learner should be able to:
1. Express self, confidently in indigenous language in different contexts.
2. Use thematic vocabulary in indigenous language to communicate appropriately.
3. Read texts accurately and fluently in indigenous language to access information.
4. Express feelings, ideas, and opinions through writing in indigenous language.
5. Practice appropriate cultural norms and good conduct expected of societal members.
6. Apply indigenous knowledge to conserve and preserve the environment.

STRAND: 1.0 THINGS FOUND IN SCHOOL

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.1 Listening and Speaking	**1.1.1 Listening to Instructions**	By the end of the sub strand, the learner should be able to: a) respond to simple sequenced instructions related to items found in school, b) use verbal and non-verbal cues to give instructions to peers in school, c) embrace the importance of responding to instructions in daily living .	The learner is guided to: • role play giving and responding to instructions about greetings in school, • listen attentively to recorded clips on a series of instructions on items found in school, • respond to instructions related to things found in school, • recite simple poems about things found in school, • give instructions to peers using verbal and non-verbal cues, • respond to riddles to identify items found in school, • Audio record themselves as they take and give instructions.	Why is it important to follow instructions?
Core Competencies to be developed: • Communication and collaboration is developed as the learner participates in giving instructions to peers. • Critical thinking and problem solving is developed as the learner responds accurately to solve riddles.					

Values:
• Respect is enhanced as the learner obeys instructions given to them by peers.
• Unity is acquired as the learner works with peers to identify items found in school.
Pertinent and Contemporary Issues (PCIs):
Social cohesion is enhanced as the learner works harmoniously and cooperatively with peers to do assignments.
Links to other learning areas:
The learner is able to connect and use attentive listening skills acquired in the learning of concepts in English and Kiswahili Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	**1.2.1 Picture Reading**	By the end of the sub strand, the learner should be able to: a) Identify pictures of items found in school for comprehension, b) make predictions on stories before reading to enhance comprehension, c) appreciate the importance of turn-taking as they read for effective communication.	The learner is guided to: • observe thematic pictures of items in school environment collaboratively, • name items in the pictures with peers, • discuss the events in the pictures with peers, • take turns to practice reading pictures of items found in school, • use digital device to access pictures of items found in school, • read pictures on the chart based on the theme, • create a story from a picture with peers.	What is found in our school?

Core Competencies to be developed:
- Digital Literacy is developed as the learner uses digital devices to access and read pictures of items found in school.
- Learning to learn is developed as the learner reads and makes predictions on pictures of objects in the school environment.

Values:
- Respect is achieved as the learner appreciates peers as they take turns to read pictures of things found in school.
- Responsibility is enhanced as the learner takes part and perform assigned roles as they name, discuss and read pictures of items found in school.

Pertinent and Contemporary Issues (PCIs):
Environmental knowledge is promoted as the learner identifies and discusses with peers things found in their school environment.

Links to Other Learning Areas:
The learner relates the concept of reading visuals to their learning of drawing and painting concepts in Creative Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Writing	**1.3.1 Writing Names of Items**	By the end of the sub strand, the learner should be able to: a) identify names of items found in the school for comprehension, b) write names of items in the school environment in lower case and upper case letters,	The learner is guided to: • observe and identify items in the school environment, • draw, name and colour pictures of items found in the school, • write names of the items in lower case and upper case letters as displayed in the chart,	How do we use lower and upper case letters?

		c) appreciate writing names of items found in school for effective communication.	• display own work for comments and peer review. • use digital devices to write names of items found in the school and share through social media, • spell names of things found in school environment.	

Core Competencies to be developed:
- Communication is developed as the learner expresses himself/herself through writing names of items in the school environment.
- Creativity and Imagination is developed as the learner draws, names and colours pictures of items in the school environment.

Values:
- Unity is enhanced as the learner collaboratively works with peers to observe and identify names of items found in the school environment.
- Love is promoted as the learner shares drawing and colouring materials with peers in class.

Pertinent and Contemporary Issues (PCIs):
Safety and security awareness is promoted as the leaner observes self-discipline and integrity as they interact with digital devices to access and share pictures of items found in school environment through social media.

Links to Other Learning Areas:
The learner is able to connect the concept of lower and upper case letters to their writing in Kiswahili and English Languages.

STRAND: 2.0 ACTIVITIES AT SCHOOL

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.1 Listening and Speaking	**2.1.1 Riddles**	By the end of the sub strand, the learner should be able to: a) respond to simple instructions related to school activities, b) solve riddles related to school for information, c) appreciate using riddles in communication for pleasure.	The leaner is guided to: • practice with peers using different verbal and non-verbal cues to respond to instructions about school activities, • use digital devices to find and participate in language games that require following instructions, • Play a game that require learners to listen and respond to instructions, *For example: 'Simon says'* • Listen and solve riddles related to school activities with peers, • Create own riddles collaboratively and solve them	How do we use riddles in our community?

Core Competences to be developed:
• Critical thinking and problem solving is developed as the learner creates and solves riddles from peers.
• Digital literacy is developed as the learner uses digital devices to find and participate in language games related to school activities that require following instructions.

Values:
• Responsibility is achieved as the learner strives to follow instructions
• Unity is enhanced as the leaner works collaboratively to achieve a common goal

| **Pertinent and Contemporary Issues (PCIs)**: |
| Effective communication is enhanced as the learner solves riddles accurately and appreciates the use of riddles in their community. |
| **Links to Other Learning Areas:** |
| The learner is able to relate and use riddles in their learning of Kiswahili and English languages. |

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	**2.2.1 Read Picture Stories**	By the end of the sub strand, the learner should be able to: a) read picture stories about school activities for comprehension, b) create a coherent story about school activities from jumbled pictures for expression, c) appreciate reading picture stories to acquire information.	The learner is guided to: • observe and relate pictures to what they know about school activities, • read picture stories related to activities done at school with peers, • create a story line collaboratively from sequenced pictures about school activities and read it aloud, • re-organize jumbled pictures to create a story related to school activities, • use audio visual devices to find and interpret picture stories • related to school activities and read them.	1. How do we read pictures to tell a story? 2. Why is it important to participate in school activities?

Core competences to be developed:
- Communication and collaboration is developed as the learner cooperates with peers to create a story line from sequenced pictures and read it aloud.
- Critical thinking and problem solving is promoted as the learner manages to re-organise jumbled pictures to create stories related to school activities.

Values:
- Unity is developed as the learner cooperates with peers to read picture stories related to school activities.
- Responsibility is enhanced as the learner engages in assigned roles and duties diligently.

Pertinent and Contemporary Issues (PCIs):
Social cohesion is acquired as the learner works with peers peacefully and mutually as they create stories from pictures.

Links to Other Learning Areas:
The learner is able to connect the concept of picture stories to their learning of similar concept in English   Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.3 Writing	**2.3.1 Writing Simple Sentences**	By the end of the sub strand, the learner should be able to: a) arrange words in correct order to form simple sentences for communication, b) write simple sentences about	The learner is guided to: • Model lower case and upper case letters with peers, • form logical sentences from jumbled words on flashcards, • identify sentences from charts and copy them, • practice writing simple sentences about school activities using	1. How do we use upper and lower-case letters in sentences? 2. Why is it important to arrange words in correct order in a sentence?

			school activities for expression, c) develop interest in writing simple sentences for pleasure.	upper case and lower case letters correctly, • use digital devices with peers to find simple sentences about school activities and copy them, • display written work in class.	

Core Competences to be developed
- Critical thinking and problem solving is developed as the learner arranges jumbled words on flashcards to form logical sentences.
- Creativity and imagination is developed as the learner models lower and upper case letter collaboratively.

Values:
- Love is developed as the learner shares modeling material with peers in class.
- Unity is enhanced as the learner cooperates and works collaboratively with peers to practice making sentences.

Pertinent and Contemporary Issues(PCIs):
Digital literacy is enhanced as the learner uses digital devices with peers to find simple sentences about school activities.

Links to Other Learning Areas:
The learner is able to apply the concept of sentence formation to their learning in English Language Activities and Kiswahili.

STRAND: 3.0 DOMESTIC ANIMALS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.1 Listening and Speaking	**3.1.1 Listening to Stories**	By the end of the sub strand, the learner should be able to: a) retell a story about domestic animals for expression, b) respond to oral questions based on the story for comprehension, c) develop interest in keeping domestic animals.	The learner is guided to: • listen to a story about domestic animals, • retell the story listened to with peers, • talk about the importance of domestic animals at home, • imitate characters in the story, • respond to questions on the stories listened to, • role play the story as they record themselves using a digital device.	Why do we listen to stories?

Core Competence to be developed:
- Communication and Collaboration is developed as the learner listens to, talks about and retells stories with peers.
- Self-efficacy is developed as the learner retells stories confidently.

Values:
- Unity is enhanced as the learner works in cooperation with others as they role play stories and recording themselves.
- Respect is developed as the learner openly talks and appreciates the importance of domestic animals in the environment.

Pertinent and Contemporary Issues (PCIs):
Animal welfare education is promoted as the leaner gets exposed to knowledge on domestic animals.

Links to Other Learning Areas:
The learner is able to relate the knowledge on the care for domestic animals to Environmental Activities and Religious Education learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	**3.2.1 Loud Reading**	By the end of the sub-strand, the learner should be able to: a) identify key ideas from the text read for comprehension, b) read simple sentences on domestic animals, c) adopt reading of texts for enjoyment.	The learner is guided to : • pick cards from a basket containing simple sentences based on the theme, • read simple sentences in turns, • infer the meaning of vocabulary from a text, • talk about the key ideas from the text with peers, • answer oral questions on the text, • discuss the meaning of the texts read with peers, • Search for simple sentences based on the theme on a digital device.	Why do we read?

Core Competencies to be developed:
• Digital literacy is enhanced as the learner searches for information from digital device.
• Learning to learn is developed as the leaner infers meaning of vocabulary from a text.

Values:
• Respect is enhanced as the learner patiently waits for their turn to read texts.
• Responsibility is enhanced as the learner handles the digital devices with care.

Pertinent and Contemporary Issues (PCIs):
Effective communication is developed as the learner reads simple sentences aloud confidently.
Links to other learning areas:
The learner is able to relate and apply reading skills to their learning of concepts in English and Kiswahili Languages.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Writing	**3.3.1 Spelling Words**	By the end of the sub-strand, the learner should be able to: a) identify and spell words related to theme accurately, b) write familiar and unfamiliar words using phonetic knowledge, c) value the importance of correct spelling in writing texts.	The learner is guided to: • observe a word tree and read the words, • say the letters forming words from the word tree, • copy the words neatly and legibly, • spell and write familiar and unfamiliar words collaboratively, • collaborate with peers to identify spelling errors and correct them, • play spelling games with peers, • complete word puzzles collaboratively.	Why is it important to spell words correctly?
Core Competence to be developed:
• Learning to learn is enhanced as the learner writes unfamiliar words using phonetic knowledge. Critical thinking and problem solving is developed as the learner completes and solves word puzzles.

Values:
• Respect is enhanced as the learner compliments others as they play spelling games. Peace is achieved as the learner works harmoniously with peers to identify spellings mistakes and correct them.
Pertinent and Contemporary Issues (PCIs):
Social cohesion is enhanced as the learner works collaboratively to complete word puzzles.
Links to Other Learning Areas:
The learner is able to connect and apply the concept of spelling to their writing in English Language Activities.

STRAND: 4.0 PERSONAL HYGIENE

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.1 Listening and Speaking	**4.1.1 Self-Expression**	By the end of the sub strand, the learner should be able to: a) identify the personal hygiene activities in the poem, b) recite a poem on personal hygiene for self- expression, c) recite poems for enjoyment.	The learner is guided to: • listen to poems on personal hygiene, • select the personal hygiene activities in the poem with peers, • take turns to recite poems on personal hygiene expressively and appreciate one another, • use digital devices collaboratively to record poems based on the theme, • role play hygiene practices.	Why is personal hygiene important?
Core Competencies to be developed: • Self -efficacy is developed as the learner recites poems expressively and confidently. • Digital literacy is developed as the learner uses digital devices to record poems.				
Values: • Responsibility is enhanced as the learner acquires knowledge and observes hygiene practices. • Unity is developed as the learner works collaboratively and appreciate one another as they take turns to recite poems.				
Pertinent and Contemporary Issues(PCIs): Health education as the learner acquires knowledge about personal hygiene practices from the poems they recite .				
Link to Other Learning Areas: The learner is able to connect the knowledge on hygiene practices to their learning in integrated science.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.2 Reading	**4.2.1 Loud Reading**	By the end of the sub strand, the learner should be able to: a) read words related to personal hygiene aloud for accuracy, b) use word attack to read sentences about personal hygiene for comprehension, c) develop interest in reading texts correctly and loudly.	The learner is guided to: • read words on personal hygiene practices aloud in turns and peer review, • engage in a fishing game, to pick and read words related to personal hygiene from flash cards, • form words based on the theme using sounds, • paint letters in words using different colors, • construct sentences from a substitution table collaboratively, • use digital devices to find the **tap and read** game and practice reading words related to personal hygiene correctly,	How do we form words?
Core Competences to be developed: • Communication and collaboration is developed as the learner reads words accurately and constructs sentences with peers. • Creativity and imagination is enhanced as the learner artistically paints letters and words using different colours.					
Values: • Integrity is promoted as the learner is able to search for games in online platforms with honesty and with online discipline. • Unity is enhanced as the learner cooperates and appreciate peers as they play word games.					

Pertinent and Contemporary Issues (PCIs):
Digital literacy is enhanced as the learner harmoniously works with the others to search and play online games.

Link to Other Learning Areas:
The learner is able to apply the concept of reading aloud to develop their reading fluency in English and Kiswahili Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Writing	**4.3.1 Handwriting**	By the end of the sub strand, the learner should be able to: a) write sentences with correct spacing between words, b) use upper case and lower case letters appropriately in sentences, c) desire to use clear and legible handwriting.	The Learner is guided to: • practice writing sentences with correct pacing between words, • use digital devices to access writing activities and practice joining letters to form meaningful words, • copy letter word and sentence patterns from wall charts, • practice a variety of handwriting activities to improve their writing using upper case and lower case letters collaboratively, • write sentences dictated by the teacher, paying attention to spacing, use of lower case and uppercase letters and legibility.	Why is it important to write well?
Core Competence to be developed: • Digital literacy is developed as the learner uses digital devices to access writing activities and practice joining letters to form meaningful words.				

• Learning to learn is promoted as the learner practices using a variety of handwriting activities to improve their writing using upper case and lowercase letters.

Value:
- Peace is enhanced as the leaner works harmoniously with others to avoid hurting one another.
- Responsibility is enhanced as the leaner takes care of the digital devices.

Pertinent and Contemporary Issues (PCIs):
Social cohesion is promoted as the learner is able to collaborate with peers harmoniously as they practice a variety of handwriting activities to improve their writing using upper case and lower case letters.

Links to Other Learning Areas:
The learner is able to apply the concept of handwriting in their learning of English and Kiswahili Languages.

STRAND: 5.0 SAFETY AT HOME

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.1 Listening and Speaking	**5.1.1 Listening to Instructions**	By the end of the sub strand, the learner should be able to: a) respond to simple sequenced instructions on safety at home verbally and non-verbally, b) narrate stories on safety measures at home for expression, c) develop interest in listening and responding to instructions about safety at home.	The learner is guided to : • name some accidents that can happen at home, • attentively listen to instructions on safety at home verbally and non-verbally, • respond to simple instructions on safety at home, • tell stories on safety at home, • role play safety measures on accidents at home, • use digital devices to take videos as they role play.	Why do we follow instructions?

Core Competences to be developed:
- Communication is developed as the learner listens and responds accurately to instructions at home.
- Digital literacy is promoted as the learner manipulates the digital device to take videos as they role-play.

Values:
- Respect is enhanced as the learner obeys and follows instructions given to them at home.
- Unity is developed as the learner collaboratively works together with others to accomplish tasks.

Pertinent and Contemporary Issues (PCIs):
Safety and security is enhanced as the learner takes precautions while interacting with digital devices.

Link to other Learning Areas:
The learner is able to relate the concept of safety to their learning in Environmental Activities.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	**5.2.1 Reading Simple Text**	By the end of the sub strand, the learner should be able to: a) read simple texts about safety at home for comprehension, b) respond to oral comprehension questions from the text, c) develop interest in reading texts for information.	The learner is guided to: • read simple texts with peers about safety at home, • identify key messages from the text read on safety at home, • use digital devices to access texts on safety at home, • answer comprehension questions on safety at home from texts read, • share key messages from texts read with peers, • role-play safety measures on possible accidents at home.	Why is it important to observe safety at home?

Core Competence to be developed:
• Self-efficacy is promoted as the learner answers comprehension questions correctly and confidently.
• Collaboration is developed as the learner works with peers to identify and share key messages from texts.

Values:
• Responsibility is enhanced as the learner adheres to safety measures at home to prevent accidents.
• Unity is achieved as the learner works together with others to identify and share key messages about safety at home.

Pertinent and contemporary Issues (PCIs):
Digital Literacy is developed as the learner interacts with digital devices to access texts on safety at home.

Links to other Learning Areas:
The learner is able to apply the skills of reading simple text to their reading of materials in English and Kiswahili Language.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
5.3 Writing	**5.3.1 Creative writing**	By the end of the sub-strand, the learner should be able to: compose simple sentences about safety at home for communication, a) arrange sentences in a sequence to form creative texts for expression, b) appreciate creativity in writing for effective communication.	The learner is guided to: • observe and talk about pictures on home safety with peers, • write simple sentences on home safety, • sequence sentences to form a creative paragraph, • use digital devices collaboratively to type simple sentences about safety at home, • display own work for peer assessment and appreciation.	How do we write creatively?

Core Competencies to be developed:
- Creativity and imagination is developed as the learner sequences sentences to form a creative story paragraph.
- Self-efficacy is developed as the learner displays own work for peer assessment confidently.

Values:
- Respect is enhanced as the learner observe displays and appreciates each other's work.
- Peace is acquired as the learner works harmoniously with peers to observe and talk about pictures.

| **Pertinent and Contemporary Issues (PCIs):** |
| Social cohesion and integration is promoted as the learner shares digital devices and works with peers regardless of their background to create paragraphs of texts. |
| **Links to other Learning Areas:** |
| The learner is able to apply creative writing skills to their learning of writing in English and Kiswahili Languages. |

Appendix 1:

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 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.