



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*A Skilled and Ethical Society*

## **PRIMARY SCHOOL CURRICULUM DESIGN**

### **ENVIRONMENTAL ACTIVITIES**

#### **GRADE 3**



First Published in 2017

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## TABLE OF CONTENTS

|  |      |
|--|------|
| LESSON ALLOCATION AT LOWER PRIMARY .....   | iv   |
| NATIONAL GOALS OF EDUCATION .....  | vi   |
| LEVEL LEARNING OUTCOMES FOR PRIMARY EDUCATION .....                              | viii |
| ESSENCE STATEMENT .....  | ix   |
| SUBJECT GENERAL LEARNING OUTCOMES .....  | x    |
| 1.0 SOCIAL ENVIRONMENT .....   | 1    |
| 2.0 NATURAL ENVIRONMENT .....  | 12   |
| 3.0 RESOURCES IN OUR ENVIRONMENT .....   | 18   |
| APPENDIX I .....   | 26   |
| COMMUNITY SERVICE LEARNING AT LOWER PRIMARY .....                                | 26   |
| APPENDIX II .....  | 28   |
| SUGGESTED LEARNING RESOURCES, ASSESSMENT METHODS AND NON FORMAL ACTIVITIES ..... | 28   |



## 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                          |
| <b>Total</b> |  | <b>31</b>                  |





## 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 FOR PRIMARY EDUCATION**

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

- a) Communicate appropriately using verbal and or non-verbal modes in a variety of contexts.
- b) Apply acquired knowledge, skills, values and attitudes in everyday life.
- c) Demonstrate social skills, moral and religious values for positive contribution to society.
- d) Exploit one's talents for individual development and self-fulfilment.
- e) Explore, manipulate, manage and conserve the environment for learning and sustainable development.
- f) Use digital literacy skills for learning and enjoyment.
- g) Value Kenya's rich and diverse cultural heritage for harmonious living.
- h) Appreciate the need for, and importance of interdependence of people and nations.





## **ESSENCE STATEMENT**

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



## **SUBJECT GENERAL LEARNING OUTCOMES**

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

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



## SUMMARY OF STRANDS AND SUB STRANDS

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



## 1.0 SOCIAL ENVIRONMENT

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



|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"><li>regularly maintain cleanliness and orderliness in sleeping area at home or school.</li></ul> |  |
| <b>Core Competency to be developed:</b><br>Digital Literacy: Learner develops digital skills while observing safety precautions and practices when using digital devices to search and watch videos on what happens after bed wetting. |  |  |  |  |
| <b>Values:</b><br>Integrity: Learner enhances commitment to making own sleeping area daily.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues:</b><br>Life skills: Learner enhances personal responsibility when caring for beddings.   |  |  |  |  |
| <b>Link to other learning areas:</b><br>Materials used as beddings can be used when learning new words in English Activities.  |  |  |  |  |



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

**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.

Feeling words used in songs and stories involving emotions relates with learning new words in Language Activities.



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



**Core Competency to be developed:**

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

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other learning areas:**

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



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



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



| Strand  | Sub Strand                                | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                      |
|---|---|---|---|--|
| <b>1.0 Social Environment</b>   | <b>1.5 Cultural Events</b><br>(8 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) identify cultural events carried out in the community,<br>b) recognise cultural events that promote social well-being in the community,<br>c) classify cultural events into those that promote environmental care and social well-being in the community,<br>d) embrace cultural events that promote social well-being in the community. | The learner is guided to:<br><ul style="list-style-type: none"> <li>• share experiences on cultural events in the community,</li> <li>• practise singing and dancing to songs performed during cultural events in the community,</li> <li>• find out cultural events that promote social well-being and environmental care,</li> <li>• use pictures or video clips to group cultural events that promote environmental care and social well-being in the community,</li> <li>• role play cultural events performed by various communities that promote care for the environment.</li> </ul> | How are cultural events carried out in your community? |
| <b>Core Competencies to be developed:</b><br>Citizenship: Learner develops active community life skills while finding out cultural events that promote social well-being. |   |   |   |  |
| <b>Values:</b><br>Responsibility: Learner enhances diligence when accepting assigned roles during cultural events in the community.                                       |   |   |   |  |

**Pertinent and Contemporary Issues:**

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

**Link to other learning areas:**

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

**Suggested Assessment Rubric**

| <b>Level<br/>Indicator</b>   | <b>Exceeds<br/>Expectations</b>  | <b>Meets Expectations</b>  | <b>Approaches<br/>Expectations</b>   | <b>Below Expectations</b>  |
|--|--|--|--|--|
| Ability to practise proper sanitation at sleeping area for a healthy environment | Very often practises proper sanitation at sleeping area for a healthy environment            | Practises proper sanitation at sleeping area for a healthy environment | Practises proper sanitation at sleeping area for a healthy environment less often        | Rarely practises proper sanitation at sleeping area for a healthy environment          |
| Ability to describe ways in which emotional needs are met in real life situation | Describes ways in which emotional needs are met in real life situation with in-depth details | Describes ways in which emotional needs are met in real life situation | Describes ways in which emotional needs are met in real life situation with less details | Describes ways in which emotional needs are met in real life situation without details |
| Ability to practise good healthy habits during meals                             | Very often practises good healthy habits during meals  | Practises good healthy habits during meals                             | Practises good healthy habits during meals less often                                    | Rarely practises good healthy habits during meals                                      |
| Ability to observe safety precautions in the immediate environment               | Observes safety precautions in the immediate environment most keenly                         | Observes safety precautions in the immediate environment               | Observes safety precautions in the immediate environment less keenly                     | Observes safety precautions in the immediate environment with prompts                  |



| <b>Indicator \ Level</b>   | <b>Exceeds Expectations</b>   | <b>Meets Expectations</b>   | <b>Approaches Expectations</b>  | <b>Below Expectations</b>   |
|--|---|---|---|---|
| Ability to classify cultural that promote environmental care and social well-being | Classifies cultural that promote environmental care and social well-being with in-depth details | Classifies cultural that promote environmental care and social well-being social cohesion | Classifies cultural that promote environmental care and social well-being with less details | Classifies cultural that promote environmental care and social well-being without details |



## 2.0 NATURAL ENVIRONMENT

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



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





| Strand  | Sub Strand                     | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|---|--------------------------------|---|---|---|
| <b>2.0 Natural Environment</b>  | <b>2.2 Soil</b><br>(8 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) list characteristics of different types of soil,<br>b) carry out basic soil conservation activities in the environment,<br>c) embrace soil conservation activities in the environment. | The learner is guided to:<br><ul style="list-style-type: none"> <li>• move around the school environment to collect different soil samples,</li> <li>• use sense of touch to interact with various samples of soil to feel texture,</li> <li>• mount different soil samples on a chart and display the chart in class,</li> <li>• discuss on how to care for soil in the environment (<i>manuring, mulching, planting trees</i>),</li> <li>• carry out tree planting activities in the school community.</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we care for soil?</li> <li>2. What should be done to protect soil?</li> </ol> |
| <b>Core Competency to be developed:</b><br>Collaboration: learner develops decision making abilities when actively participating in communal tree planting activities.    |                                |   |   |   |
| <b>Values:</b><br>Patriotism: learner enhances awareness of responsibilities in the society when engaging in tree planting activities.                                    |                                |   |   |   |
| <b>Pertinent and Contemporary Issues:</b><br>Health promotion issues: learner promotes hygiene practices when washing hands after manipulating and interacting with soil. |                                |   |   |   |
| <b>Link to other learning area:</b><br>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)         |
|---|---------------------------------|---|--|---|
| <b>2.0 Natural Environment</b>  | <b>2.3 Heat</b><br>(10 lessons) | By the end of the Sub Strand, the learner should be able to:<br>a) list sources of heat in the environment,<br>b) identify uses of heat in the environment,<br>c) carry out activities of conserving heat in the environment,<br>d) appreciate the importance of different sources of heat in daily life. | The learner is guided to:<br><ul style="list-style-type: none"> <li>• think and share on sources of heat used at home,</li> <li>• discuss sources of heat in the environment,</li> <li>• use pictures or video clips to find out various sources of heat in the environment,</li> <li>• discuss uses of heat in the environment and share in class,</li> <li>• discuss basic heat conservation measures,</li> <li>• role play how to conserve heat in the environment,</li> <li>• share with peers on how to keep safe when dealing with heat from various sources of heat,</li> <li>• reflect on experiences of conserving heat at home and share with others.</li> </ul> | Why is heat important in your daily life? |
| <b>Core Competency to be developed:</b><br>Learning to learn: Learner reflects on own experiences of conserving heat at home. |                                 |   |  |   |

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other learning areas:**

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



## Suggested Assessment Rubric

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



### 3.0 RESOURCES IN OUR ENVIRONMENT

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

**Core Competency to be developed:**

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

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other learning areas:**

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



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



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





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



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

**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.

**Values:**

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

**Pertinent and Contemporary Issues:**

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

**Link to other learning areas:**

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



## Assessment Rubric

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



## Appendix 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 |   |
|---|---|
| <b>1) Preparation</b>                             | <ul style="list-style-type: none"><li>• Determine the activity for the learners</li><li>• Map out the targeted core competencies, values and specific learning areas skills for the CSL activity</li><li>• Identify resources required for the activity (locally available materials)</li><li>• Stagger the activities across the term (Set dates and time for the activities)</li><li>• Communicate to learners, parents/caregivers/guardians, school administration, teachers and other relevant stakeholders in the school community</li><li>• Identify and develop assessment tools</li></ul> |
| <b>2) Implementation of CSL Activity</b>          | <ul style="list-style-type: none"><li>• Assigning roles to learners.</li><li>• Ensure every learner actively participates in the activity</li><li>• Observe learners as they carry out the CSL activity and record feedback.</li><li>• Use an appropriate assessment tool to assess both the process and the product (Assess learner's work from the beginning to the end product)</li><li>• Assess the targeted core competencies, values and subject skills.</li></ul>  |



### 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"><li>● Approved curriculum support materials,</li><li>● Resources found in a home; Beddings, water, cleaning, utensils, cutlery, laundry equipment, food items.</li><li>● Digital devices,</li><li>● Journals, magazines, pictures charts, flash cards</li><li>● Paints and painting brushes, Drawing materials</li><li>● Seeds, tree seedlings, soil samples</li><li>● Assorted farm tools,</li><li>● Charcoal, fire wood,</li><li>● Plastic containers</li><li>● Resource persons</li><li>● Waste paper, clothing materials, knitting yarn, scissors,</li><li>● Personal protective equipment-gloves, aprons, gumboots, masks,</li></ul> | <ul style="list-style-type: none"><li>● Observation,</li><li>● Written test,</li><li>● Oral questions,</li><li>● Aural questions,</li><li>● Peer assessment,</li><li>● Self-assessment</li></ul> |
| <b>Non formal Activities that Support Learning</b> <ul style="list-style-type: none"><li>● School routine activities</li><li>● Games and sports</li><li>● Clubs and societies</li></ul>   |  |