



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 2

First Published in 2017

Revised 2024

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FOREWORD

The Government of Kenya (GoK) is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Constitution of Kenya 2010, the Kenya Vision 2030, National Curriculum Policy 2018, the United Nations Sustainable Development Goals (SDGs) and the regional and global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary, Primary and Junior School levels.

The Kenya Institute of Curriculum Development (KICD) reviewed the curriculum and rationalised the number of learning areas in 2024. The review and rationalisation process was informed by several factors, among them, the recommendations of the Presidential Working Party on Education Reforms (PWPER) and reports of the continuous curriculum monitoring and evaluation activities.

The reviewed curriculum designs build on competencies attained earlier by learners. The designs prepare the learner for smooth transition to the next level. The designs will also afford the learner opportunities for developing requisite competencies and enable them to interact with other people and the environment around them.

The key components of the curriculum designs include the National Goals of Education, the essence statement, general and specific learning outcomes as well as the strands and sub strands. Suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values and assessment rubrics are also outlined in the curriculum designs.

It is expected that all Government agencies and other stakeholders in Education will use the designs to plan for the effective and efficient implementation of the Competency Based Curriculum.

Thank you.



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PREFACE

The Ministry of Education (MoE) rolled out the Competency Based Curriculum (CBC), nationally in 2019, following a national convention in 2017 where the *Basic Education Curriculum Framework* (BECF) was adopted by stakeholders and a national pilot of the curriculum in the Early Years of Education (EYE) in 2018. According to the UNESCO IBE requirements, a curriculum should be reviewed every five years. So, the review of CBC was due from 2023. In view of this, the reviewed curriculum designs will enhance the implementation of CBC since it incorporates the lessons learnt from the implementation of CBC so far.

Consistent periodical review of the curriculum is also critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a content-focused curriculum to a focus on producing an engaged, empowered and ethical citizen.

Therefore, the reviewed curriculum designs will facilitate the inculcation of core competencies in CBC, which are identified as: communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various strands and sub strands and other aspects of the CBC. The designs also outline suggested learning resources and varied assessment techniques. It is expected that the use of these designs will lead to enhanced learning outcomes at various levels, prepare the learner for smooth transition to subsequent grades and make learning enjoyable.

The MoE requests all stakeholders to keep giving feedback on the curriculum designs to inform the review during the next cycle.

Thank you.



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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop and review curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process is guided by research, international best practices as well as stakeholder engagement. The Institute conceptualised the Competency Based Curriculum (CBC) in consultation with the Ministry of Education and other stakeholders. According to the *Basic Education Curriculum Framework* (KICD, 2017) the conceptualisation of CBC was informed by 21st Century learning needs, the Constitution of Kenya 2010, the Kenya Vision 2030, the East African Community Protocol, the International Bureau of Education (IBE) Guidelines and the United Nations Sustainable Development Goals (SDGs).

KICD is funded by the Kenya Government to discharge its mandate. The institute also receives support from development partners targeting specific programmes. The reviewed curriculum designs were developed with the support of the World Bank through the Kenya Primary Education Equity in Learning Programme (KPEELP) - a project coordinated by MoE. KICD wishes to most sincerely thank the Government of Kenya, through the MoE and other development partners. More specifically, KICD appreciates the Cabinet Secretary - MoE and the Principal Secretary – State Department of Basic Education,

Additionally, the Institute expresses gratitude to all the KICD staff members, teachers, university lecturers, MoE staff, Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders; among others, for their contributions to the development of the reviewed curriculum designs. Finally, KICD acknowledges the Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) as well as the KICD Council for supporting the curriculum review process.

May God bless all the individuals and respective institutions who in one way or another supported the curriculum review process. Indeed, these designs will effectively guide the implementation of the CBC at Primary level, thereby preparing the learner to transition to the Junior School.

Best wishes to all learners and curriculum implementers.



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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.

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
8.	Pastoral/Religious Instruction Programme	1*
Total		31

LEVEL LEARNING OUTCOMES FOR PRIMARY SCHOOL EDUCATION

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

- a) Use verbal and or non-verbal cues to convey information in varied contexts.
- b) Demonstrate mastery of number concepts to solve problems in day to day life.
- c) Use appropriate social skills, moral and religious values to positively impact the society.
- d) Develop individual talents and interests for self-efficacy.
- e) Make informed decisions as local and global citizens of a diverse, democratic society in an interdependent world.
- f) Devise innovative strategies for environmental conservation and sustainability.
- g) Apply digital literacy skills for learning and enjoyment.
- h) Appreciate the country's rich and diverse cultural heritage for harmonious living.

ENVIRONMENTAL ACTIVITIES

GRADE 2

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 1. 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.

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 Home	16
	1.2 Family Needs and Wants	8
	1.3 Our School	8
	1.4 Our National Flag	8
	1.5 Our Rights and Responsibilities	6
	1.6 Our Market	8
2.0 NATURAL ENVIRONMENT	2.1 Weather	12
	2.2 Soil	8
	2.3 Light	12
3.0 RESOURCES IN OUR ENVIRONMENT	3.1 Water	12
	3.2 Plants	10
	3.3 Animals	12
	TOTAL NUMBER OF LESSONS	120

STRAND 1.0: SOCIAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.1 Our Home (16 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) differentiate between personal and common items used at home, b) identify materials used for cleaning personal and common items at home, c) clean personal and common items using locally available materials, d) advocate for a clean home environment for self and others' well-being. 	The learner is guided to: <ul style="list-style-type: none"> • share information on personal and common items found at home, • draw, colour and display personal and common items used at home, • recite poems or sing songs on personal items, • match personal and common items at home with their uses, • observe pictures or animations of different materials used for cleaning personal and common items, • improvise cleaning materials at home or school, • manipulate a digital device to watch video clips or observe a demonstration from a resource person on cleaning personal and common items found at home, • use water sparingly to clean personal items and dry them appropriately, 	<ol style="list-style-type: none"> 1. How can we keep our home clean? 2. Why should we keep our home environment clean?

			<ul style="list-style-type: none"> • practise cleaning utensils using suitable soap and soft material, • observe safety and hygiene when handling waste materials to avoid communicable diseases, • sort and dispose of waste appropriately after cleaning personal and common items. 	
<p>Core Competencies to be developed: Critical thinking and Problem-solving: learner enhances innovative thinking in improvising cleaning materials using locally available resources.</p>				
<p>Values: Responsibility: learner enhances self-drive when cleaning utensils at home.</p>				
<p>Pertinent and Contemporary Issues: Learner observes safety and hygiene when washing hands after handling waste materials to avoid communicable diseases.</p>				
<p>Link to other Learning Areas: The skill of sorting draws knowledge learnt in pre-number concepts in Mathematical Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.2 Family Needs and Wants (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) mention differences between family needs and wants, b) identify places within the locality where family needs are met, c) classify family needs and wants for financial literacy awareness, d) prioritise family needs over family wants, e) appreciate family needs and wants within the locality 	The learner is guided to: <ul style="list-style-type: none"> ● talk about family needs and wants, ● draw items that represent family wants, ● observe pictures and photographs of different places where family needs are met, ● draw and colour places where family needs are met, ● match places or facilities within the locality where family needs are met, ● sort and group pictures of goods and services into family needs and wants, ● watch video clips/listen to a resource person on different family needs and wants, ● draw and colour items that represent different family needs and wants, 	How can we meet our family needs?

			<ul style="list-style-type: none"> • observe pictures of different meals taken at different times of the day, • keep a daily record of meals eaten at home or school for one week, • sort and group different food items into meals and snacks, • play a game of picking out flashcards/paper cuttings/pictures that show family needs and wants. 	
<p>Core Competency to be developed: Citizenship: learner develops awareness of the local environment when matching places or facilities within the locality where family needs are met.</p>				
<p>Values: Love: learner portrays a caring attitude towards peers when playing games of picking out flashcards/paper cuttings/pictures that show family needs and wants.</p>				
<p>Pertinent and Contemporary Issues: Social economic issues: learner enhances financial literacy when sorting and grouping pictures of goods and services into family needs and wants.</p>				
<p>Link to other Learning Areas: Family needs and wants relate to the skill of counting, sorting, and grouping in Mathematical Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.3 Our School (8 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) name ways of keeping the school environment clean, b) identify common accidents at school, c) clean the school environment for the well-being of self and others, d) advocate for a clean and safe school environment. 	The learner is guided to: <ul style="list-style-type: none"> ● use video clips or pictures to find out how to keep the school environment clean, ● walk around the school compound to find out dangerous places and items, ● draw or write down dangerous places and items in school, ● practise cleaning the school environment, ● recite poems or sing songs about a clean school environment, ● role play ways of giving first aid to common accidents in school (<i>suffocation, falls, burns, cuts, choking</i>), ● make <i>papier-mâché art</i> of appropriate objects or models from paper waste. 	How can you keep the school environment clean and safe?

Core Competencies to be developed:

Self-efficacy: learner develops the skill of knowing the school by walking around the school compound to find out dangerous places and items.

Values:

Unity: learner enhances cooperation when cleaning the school environment in groups.

Pertinent and Contemporary issues:

Social Economic Issues: learner develops disaster risk reduction when role-playing ways of giving first aid to common accidents in school.

Link to other Learning Areas:

Paper waste recycling relates to concepts of making *papier-mâché* in Creative Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.4 Our National Flag (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the meaning of colours on the Kenya national flag, b) name events in which Kenya's national anthem is sung, c) observe etiquette when raising and lowering the Kenya national flag, d) appreciate the importance of the national anthem.	The learner is guided to: <ul style="list-style-type: none"> ● find information on the meaning of colours on the Kenya national flag, ● manipulate a digital device to watch videos or observe pictures with colours of the Kenya national flag, ● draw and colour the national flag, ● role-play the expected behaviour when raising and lowering the Kenya national flag, ● listen to audio-visual clips or read print materials to identify occasions when the Kenya national anthem is sung. 	How can you show respect for the Kenya National flag?

Core Competencies to be developed:

Citizenship: learner develops active community skills when observing the expected behaviour related to the Kenya national flag and national anthem.

Values:

Patriotism: learner enhances loyalty to the nation when singing the national anthem.

Pertinent and Contemporary Issues:

Citizenship: learner enhances social cohesion and nationalism when singing the Kenya national anthem.

Link to other Learning Areas:

Features of the Kenya national flag relate to learning of colours in Creative Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.5 Our Rights and Responsibilities (6 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) outline Child Rights and Responsibilities at home and in the school, b) carry out the responsibilities of a child at home and in school, c) appreciate Child Rights and Responsibilities for the attainment of social justice. 	The learner is guided to: <ul style="list-style-type: none"> ● listen to age-appropriate stories involving expectations and experiences on Child Rights and Responsibilities (<i>parental care, health care, protection from exploitation and cruelty</i>), ● listen to a resource person on Child Rights and Responsibilities in a home or school, ● use multimedia resources to explore the responsibilities of children at home and in school, ● work with peers to role-play responsibilities of children in school, ● perform age-appropriate responsibilities at school. 	Why are child rights and responsibilities important at home and school?

Core Competencies to be developed:

Communication and Collaboration: learner develops teamwork when role-playing the responsibilities of children in school.

Values:

Social Justice: learner enhances equity when performing age-appropriate responsibilities at school.

Pertinent and Contemporary Issues:

Citizenship: learner enhances Child Rights awareness when sharing own expectations, experiences, duties and responsibilities at home or school.

Link to other Learning Areas:

Listening to a resource person on Child Rights and Responsibilities relates to active listening and speaking in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	1.6 Our Market (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify physical features on the way to a local market, b) locate local market using physical features, c) identify activities that take place in a market, d) value things and people found in a market.	The learner is guided to: <ul style="list-style-type: none"> ● share experiences on physical features on the way to a local market, ● draw and colour physical features found on the way to the local market, ● model main physical features found on the way to the local market, ● label and match pictures of parts of the road for the safety of self and others (<i>vehicle use and pedestrian walkways</i>), ● manipulate digital devices to watch video clips or observe pictures of activities that take place in a market, ● listen to a resource person on activities that take place in a market, 	How can you locate your local market?

			<ul style="list-style-type: none"> ● visit the nearest market to find out activities that take place, ● role play buying and selling activities to recognise the interdependence and connections of people found in a market, ● make a shop corner using locally available materials. 	
Core Competencies to be developed:				
Citizenship: learner recognises the interdependence and connections of people found in a market.				
Values:				
Integrity: learner enhances honest and fair negotiations when role-playing buying and selling.				
Pertinent and Contemporary Issues:				
<ul style="list-style-type: none"> ● Citizenship: learner enhances acknowledgement for self and others when interacting with people found in a market. ● Financial Literacy: learner develops spending skills when visiting the nearest market to find out activities that take place. 				
Link to other Learning Areas:				
Buying and selling in a market relates to the concept of money in Mathematical Activities.				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper hygiene at home and school.	Practises proper hygiene at home and school most frequently.	Practises proper hygiene at home and school.	Practises proper hygiene at home and school occasionally.	Rarely practises proper hygiene at home and school.
Ability to practise good healthy habits at home and school.	Practises good healthy habits at home and school most frequently.	Practises good healthy habits at home and school.	Practises good healthy habits at home and school occasionally.	Rarely practises good healthy habits at home and school.
Ability to practise proper sanitation at home and school.	Practises proper sanitation at home and school most frequently.	Practises proper sanitation at home and school.	Practises proper sanitation at home and school occasionally.	Rarely practises proper sanitation at home and school.
Ability to observe etiquette when raising and lowering the Kenya national flag.	Observes etiquette when raising and lowering the Kenya national flag very keenly.	Observes etiquette when raising and lowering the Kenya national flag keenly.	Observes etiquette when raising and lowering the Kenya national flag less keenly.	Observes etiquette when raising and lowering the Kenya national flag with prompts.
Ability to carry out duties and responsibilities as a child.	Carries out duties and responsibilities as a child very keenly.	Carries out duties and responsibilities as a child keenly.	Carries out duties and responsibilities as a child less keenly.	Carries out duties and responsibilities as a child with prompts.
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 keenly.	Observes safety precautions in the immediate environment less keenly.	Observes safety precautions in the immediate environment with prompts.

STRAND 2.0: NATURAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.1 Weather (12 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify weather conditions at different times of the day, b) create a weather record, using weather symbols, c) predict weather conditions at different times of the day, d) develop curiosity in weather conditions experienced in the locality. 	The learner is guided to: <ul style="list-style-type: none"> ● discuss weather conditions at different times of the day, ● draw weather symbols to represent different weather conditions and display them in class, ● observe and record prevailing weather conditions as an outdoor activity in collaboration with peers, ● make a weather record or chart using weather symbols for one week, ● play relevant and educative computer games on weather conditions, ● observe pictures and video clips to identify ways of responding to various weather conditions, 	Why do we need to predict the weather?

			<ul style="list-style-type: none"> ● role play on ways of responding to various weather conditions, ● use weather symbols to interpret weather conditions at different times of the day, ● participate in a class contest, on narrating the previous week's weather occurrences from a weather chart. 	
<p>Core Competencies to be developed: Digital Literacy: learner interacts with digital technology when playing relevant and educative games on weather conditions.</p>				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learner develops cooperation when observing and recording prevailing weather conditions as an outdoor activity. ● Integrity: learner develops honesty when observing and recording weather conditions for one week. 				
<p>Pertinent and Contemporary Issues:</p> <ul style="list-style-type: none"> ● Life Skills: learner develops effective communication skills when participating in a class contest, on narrating weather occurrences from weather chart recordings. ● Learner Support Programs: learner develops career guidance skills when creating a weather record using weather symbols for one week. 				
<p>Link to other learning areas: Drawing weather symbols relates to the skill of drawing and colouring in Creative Activities.</p>				

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.2 Soil (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify types of soil found in the locality, b) classify types of soil in the locality, c) make items from soil, d) appreciate different types of soil in the immediate environment.	The learner is guided to: <ul style="list-style-type: none"> ● walk within the school compound or visit the school neighbourhood to observe types of soil, ● model soil ribbons using soil samples, ● observe modelled ribbons to find out which soil sample makes smooth long ribbons, ● classify types of soil depending on the length of ribbons made and size of particles, ● make paper cuttings or pictures of different types of soil and create a portfolio, ● model different objects using soil, ● clean the working area and wash hands with soap and clean running water after handling soil. 	How can you identify different types of soil in our environment?
<p>Core Competencies to be developed: Learning to Learn: learner develops the skill of learning independently when modelling soil ribbons using soil samples and finding out the soil sample that makes smooth long ribbons.</p>				

Values:

Unity: learner develops cooperation skills when modelling objects with different types of soil.

Pertinent and Contemporary Issues:

Health Promotion issues: learner develops preventive health skills when cleaning the working area and hands with soap and clean running water after handling soil to prevent communicable diseases.

Link to other Learning Areas:

Modelling objects using soil draws knowledge from modelling techniques in Creative Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	2.3 Light (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify sources of light in the environment, b) manipulate objects in the presence of light to form shadows for enjoyment, c) describe a variety of ways of conserving light for a sustainable supply of light energy, d) appreciate different sources of light in the environment.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures and photographs of different sources of light in the environment, ● manipulate objects in the presence of light to form shadows, ● practise switching off lights when not in use and during day time, ● create light conservation messages, ● make posters with simple messages on the conservation of light ● type messages on the conservation of light using digital devices, ● recite poems or sing songs on the conservation of light. 	<ol style="list-style-type: none"> 1. How can we conserve light in our environment? 2. Why should we conserve light in our environment?

Core Competencies to be developed:

Communication: learner develops writing skills when making posters with simple messages on the conservation of light to create awareness.

Values:

Unity: learner develops cooperation skills when manipulating objects in the presence of light to form shadows for enjoyment.

Pertinent and Contemporary Issues:

Social Economic Issues: learner develops financial skills when practising switching off lights when not in use and during day time.

Link to other Learning Areas:

Posters on energy conservation relate to writing skills in English Language Activities.

SUGGESTED ASSESSMENT RUBRIC

Indicator \ Level	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to predict weather conditions at different times of the day.	Predicts weather conditions at different times of the day most precisely.	Predicts weather conditions at different times of the day.	Predicts weather conditions at different times of the day less precisely.	Predicts weather conditions at different times of the day with prompts.
Ability to classify types of soil in the locality.	Classifies types of soil in the locality most precisely.	Classifies types of soil in the locality precisely.	Classifies types of soil in the locality less precisely.	Classifies types of soil in the locality with prompts.
Ability to describe a variety of ways of conserving light.	Extensively describes a variety of ways of conserving light from various sources.	Describes a variety of ways of conserving light.	Describes a few ways of conserving light.	Describes a few ways of conserving light when given hints.

STRAND 3.0: RESOURCES IN OUR ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.1 Water (12 lessons)	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) identify ways of storing water at home and school, b) conserve water at home and school for future use, c) state the importance of keeping water safe for people and animal use, d) appreciate safe water storage to prevent health risks to self and others. 	The learner is guided to: <ul style="list-style-type: none"> ● explore various ways of storing water at home and school, ● draw items used to store water at home and school, ● practise storing water in bottles and water cans at home and school, ● watch video clips, pictures and photographs on appropriate ways of storing water at home and school, ● share experiences on why water is stored at home and school, ● visit with peers in the neighbourhood to identify different ways of storing water. 	Why do we store water at home and in school?
<p>Core Competencies to be developed: Communication and Collaboration: learner develops teamwork when walking around the neighbourhood to identify different ways of storing water.</p>				

Values:

- Responsibility: learner enhances hard work skills when storing water in bottles and water cans for future use at home and school.
- Social Justice: learner enhances cooperation when making visits to the neighbourhood to identify different ways of storing water.

Pertinent and Contemporary Issues:

Health Promotion Issues: learner develops preventive health skills and awareness when storing water appropriately at home and school to prevent communicable diseases.

Link to other Learning Areas:

Drawing items used to store water relates to the skill of drawing and colouring in Creative Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.2 Plants (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of caring for plants using locally available materials, b) perform plant-care activities using locally available materials, c) advocate for plant protection for environmental sustainability.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures, photographs or watch video clips of people watering, manuring and mulching plants, ● water, manure and mulch for some plants in the school compound, ● observe pictures, photographs or video clips of healthy plants that have been conserved, ● write plant protection messages by hand or electronic device, ● recite poems or sing songs on plant protection. 	How can you care for plants in the environment?
<p>Core Competencies to be developed: Creativity and Imagination: learner develops originality when creating plant protection messages using own handwriting, or electronic resources.</p>				

Values:

Responsibility: learner develops self-drive skills when writing plant protection messages by hand, or electronic resources.

Pertinent and Contemporary Issues:

Citizenship: learner develops environmental education and climate change skills when watering, manuring, and mulching plants in the school compound.

Link to other Learning Areas:

Messages on plant protection relate to writing skills in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.0 Resources in Our Environment	3.3 Animals (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify food items from animals, b) relate food items with respective animals, c) carry out activities of caring for animals in the locality, d) advocate for clean and secure animal shelters to reduce risks to the animals.	The learner is guided to: <ul style="list-style-type: none"> ● observe pictures and photographs of different food items from animals, ● observe and name pictures of animals that provide food, ● sort and group food items from animals and display them in class, ● listen to a resource person on ways of caring for animals, ● discuss the importance of fair treatment of animals, ● observe videos on ways of keeping an animal shelter clean, ● practise feeding and cleaning animal shelter (for small domestic animal) at home or school, 	Why should an animal stay in a clean place?

			<ul style="list-style-type: none"> ● wash hands with soap and water after cleaning the animal shelter, ● dispose of waste appropriately after cleaning an animal shelter while observing safety. 	
<p>Core Competencies to be developed: Communication and Collaboration: learner develops speaking and listening skills when discussing the importance of fair treatment of animals in groups.</p>				
<p>Values: Love: learner develops empathy skills when feeding and cleaning animal shelters at home or school.</p>				
<p>Pertinent and Contemporary Issues: Social Economic Issues: learner develops animal welfare awareness when participating in cleaning animal shelters at home or school.</p>				
<p>Link to other Learning Areas: Matching, sorting, and grouping food items from animals draws the skills of sorting and grouping in Mathematical Activities.</p>				

SUGGESTED ASSESSMENT RUBRIC

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the conservation of water for people and animal use.	Describes varied conservation methods of water for people and animal use with in-depth details.	Describes conservation methods of water for human and animal use.	Describes conservation methods of water for people and animal use with minimal details.	Describes conservation methods of water for people and animal use without details.
Ability to conserve water for people and animal use.	Very often conserves water for people and animal use using appropriate varied methods.	Conserves water for people and animal use.	Occasionally conserves water for people and animal use.	Rarely conserves water for people and animal use with prompts.
Ability to carry out activities for caring for plants using locally available materials.	Carries out watering, manuring, and mulching plants using locally available materials consistently.	Carries out watering, manuring, and mulching plants using locally available materials.	Carries out watering, manuring, or mulching plants using locally available materials inconsistently.	Carries out watering/manuring/mulching plants using locally available materials with prompts.
Ability to identify animals as sources of food that people eat .	Identifies animals as sources of food that people eat with a lot of details.	Identifies animals as sources of food that people eat.	Identifies animals as sources of food that people eat with minimal details.	Identifies animals as sources of food that people eat without details.
Ability to carry out activities of caring for animals in the locality.	Most frequently carries out activities of caring for animals in the locality.	Carries out activities of caring for animals in the locality.	Occasionally carries out activities of caring for animals in the locality.	Rarely carries out activities of caring for animals in the locality.

Suggested Learning Resources, Assessment Methods, and Non-Formal Activities

<p>Suggested learning resources</p> <ul style="list-style-type: none">● Approved curriculum support materials● Resources from the local environment (<i>home and school</i>)● Flashcards● Pictures, newspapers, magazines, journals● Digital devices● Assorted farm equipment● Assorted cleaning agents, tools, and equipment● Resource persons	<p>Suggested assessment methods</p> <ul style="list-style-type: none">● Observation● Written test● Oral questions● Aural questions● Peer assessment● Self-assessment
<p>Non-formal Activities that Support Learning</p> <ul style="list-style-type: none">● School routine activities such as cleaning, flag raising, worship activities● Games and sports● Clubs and societies	