KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A skilled and Ethical Society

PRIMARY SCHOOL EDUCATION CURRICULUM DESIGN

ENVIRONMENTAL ACTIVITIES

GRADE 3

First Published in 2017

Revised 2024

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 corporates 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

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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 3

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.

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
	TOTAL NUMBER OF LESSONS	**120**

STRAND 1.0:   SOCAL ENVIRONMENT

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.1 Our Living Environment** (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify locally available things used as bedding, b) carry out hygiene practises in sleeping areas for a healthy environment, c) advocate for the importance of observing hygiene in sleeping areas.	The learner is guided to: ● talk about various things used as bedding at home or school, ● role-play how to care for sleeping areas by taking turns cleaning and organising the area, ● discuss causes of bedwetting, ● mention hygiene practises to observe during bed wetting, ● role play on care for bedding, ● use digital devices or print media to search for more information on what happens after bed wetting and share with peers, ● observe safety precautions and practises when using digital devices to search and watch videos on what happens after bed wetting, ● regularly maintain cleanliness and orderliness in the sleeping area at home or school.	Why is personal hygiene important in your sleeping area?

Core Competencies to be developed:
Digital Literacy**:** learner develops digital skills while observing safety when using digital devices to search and watch videos on what happens after bed wetting.
Values:
Integrity: learner enhances commitment to making own sleeping area daily.
Pertinent and Contemporary Issues:
Life Skills**:** learner enhances personal responsibility when caring for bedding.
Link to other Learning Areas:
Names of things used as bedding can be used when learning new words in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.2 Family needs** *Emotional needs* (10 lessons)	By the end of the sub-strand, the learner should be able to: a) describe how people express feelings in real-life, b) describe ways in which emotional needs are met in real-life situations, c) label emotions expressed by self and others, d) appreciate the importance of meeting emotional needs in character formation.	The learner is guided to: ● discuss about emotions experienced by self and others, ● manipulate digital devices to watch video clips or observe pictures of people expressing various emotions, ● discuss ways of meeting emotional needs, ● role play expressions of emotional needs and how they are met, ● match pictures with the emotions expressed, ● draw and colour images showing various ways of expressing emotions, ● talk about the need for help when role-playing expressions of emotional needs, ● sing songs or read stories involving feelings expressed by people, ● make posters showing different ways of expressing emotions.	How do people express their emotions?

Core Competencies 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 to vocabulary learnt in English Language Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.0 Social Environment	**1.3 Food in Our Environment** • *Energy giving foods* • *Body building foods* • *Protective foods* (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify common food items found in the immediate environment, b) classify food items into three food groups, c) observe table manners during meals, d) embrace good eating habits to promote good health.	The learner is guided to: • share ideas on different food items found in the locality, • use digital devices or print media to search for information on various food groups, • use pictures of common food items or video clips to classify various food items, • use digital devices or print media to search for information on table manners, • role play good table manners when taking meals, • observe good table manners when taking meals, • share reasons why people eat too much or too little food, • use video clips, print media, or age-appropriate case stories to find out what happens when a person eats too much or too little food.	1. Why do we have different food items in the locality? 2. What activities do you engage in while eating?

Core Competencies 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 the 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)
1.0 Social Environment	**1.4 Our Community** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) identify ways of keeping safe in the community, b) classify places in the community as safe and unsafe, c) observe basic road signs for personal safety, d) acknowledge the importance of keeping safe in the community.	The learner is guided to: • talk about experiences regarding safety in the community, • discuss how to keep safe in the community, • use pictures, flashcards, or video games to sort and group places into safe and unsafe, • discuss dangerous places in the community, • discuss behaviours that can expose one to danger*,* • listen to a recorded story or a resource person on how to respond to strangers and other child safety tips, • keenly and actively follow a story from resource persons on different ways of keeping safe in the community, • use digital devices or pictures to identify basic road safety practises, • role play on how to use basic road signs for personal safety (pedestrian crossing, traffic light signs),	How do you keep safe in the community?

			• take a safety walk around the neighbourhood to identify safe and unsafe places and share findings with peers.	

Core Competencies to be developed:
Communication and Collaboration: learner develops listening skills when following a story keenly and actively from resource persons on different ways of keeping safe in the community.

Values:
Love: learner enhances a caring attitude when sharing learning resources with peers while working.

Pertinent and Contemporary Issues:
Life Skills: learner develops safety and security awareness when discussing how to keep safe in the community.

Link to other learning areas:
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)
1.0 Social Environment	**1.5 Cultural Events** (8 lessons)	By the end of the sub-strand, the learner should be able to: a) identify cultural events carried out in the community, b) recognise cultural events that promote social well-being in the community, c) classify cultural events that support the community's social well-being and environmental care, d) embrace cultural events in the community.	The learner is guided to: • share experiences on cultural events in the community, • practise singing and dancing to songs performed during cultural events in the community, • find out cultural events that promote social well-being and environmental care, • use pictures or video clips to group cultural events that promote environmental care and social well-being in the community, • role play cultural events performed by various communities that promote care for the environment.	How are cultural events carried out in your community?

| **Core Competencies to be developed:** |
| Citizenship: learner develops active community life skills while finding out cultural events that promote social well-being. |

| **Values:** |
| 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 and Indigenous Language Activities. |

SUGGESTED ASSESSMENT RUBRIC

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
Ability to practise proper sanitation in the sleeping area for a healthy environment.	Very often practises proper sanitation in the sleeping area for a healthy environment.	Practises proper sanitation in the sleeping area for a healthy environment.	Practises proper sanitation in the sleeping area for a healthy environment less often.	Rarely practises proper sanitation in the sleeping area for a healthy environment.
Ability to describe ways in which emotional needs are met in real-life situations.	Describes ways in which emotional needs are met in real-life situations with in-depth details.	Describes ways in which emotional needs are met in real-life situations.	Describes ways in which emotional needs are met in real-life situations with fewer details.	Describes ways in which emotional needs are met in real-life situations 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.
Ability to classify cultural activities that promote environmental care and social well-being.	Classifies cultural activities that promote environmental care and social well-being with in-depth details.	Classifies cultures that promote environmental care and social well-being social cohesion.	Classifies cultural activities that promote environmental care and social well-being with fewer details.	Classifies cultural activities that promote environmental care and social well-being without details.

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** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) describe unfavourable weather conditions, b) explain the dangers of unfavourable weather conditions on people, c) respond appropriately to unfavourable weather conditions, d) appreciate the importance of keeping safe during unfavourable weather conditions.	The learner is guided to: • share experiences on unfavourable weather conditions in the locality, • use a digital device and print media to search for information on unfavourable weather conditions, • share equitably available learning resources to find out more information on unfavourable weather conditions, • discuss what happens to the environment during unfavourable weather conditions, • read or listen to stories about appropriate responses to unfavourable weather conditions,	How can you keep safe during unfavourable weather conditions?

| | | | talk about appropriate dressing during unfavourable weather conditions, match unfavourable weather conditions with corresponding safety measures, practise how to keep safe during unfavourable weather conditions, gather information from parents or guardians on how to keep safe during unfavourable weather conditions and share with peers. | |

Core Competencies to be developed:
Communication and Collaboration: learner develops listening and speaking skills while actively engaging in discussions on what happens during unfavourable weather conditions.

Values:
Social Justice: learner enhances cooperation when equitably shares available learning resources to search for information on unfavourable weather conditions.

Pertinent and Contemporary Issues:
Life Skills: learner makes the right choices on the clothes to wear during unfavourable weather conditions.

Link to other learning areas:
Reading and listening to stories about appropriate responses to unfavourable weather conditions relates to active listening skills in English Language Activities.

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) list characteristics of different types of soil, b) carry out basic soil conservation activities in the environment, c) embrace soil conservation activities in the environment.	The learner is guided to: • move around the school environment to collect different soil samples, • use the sense of touch to interact with various samples of soil to feel texture, • group different types of soil based on texture, • mount different soil samples on a chart and display the chart in class, • discuss how to care for soil in the environment *(manuring, mulching, planting trees)*, • participate in tree planting activities in the school community, • wash hands after interacting with soil.	1. How can we care for soil? 2. What should be done to protect soil?

Core Competencies to be developed:
Collaboration: learner develops decision-making abilities when actively participating in communal tree-planting activities.

Values:
Patriotism: learner enhances awareness of responsibilities in society when engaging in tree-planting activities.

Pertinent and Contemporary Issues:
Health promotion issues: learner promotes hygiene practises when washing hands after manipulating and interacting with soil.

Link to other learning areas:
Characteristics of soils relate to modelling concepts in Creative Activities.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Natural Environment	**2.3 Heat** (10 lessons)	By the end of the sub-strand, the learner should be able to: a) list sources of heat in the environment, b) identify uses of heat in the environment, c) carry out activities to conserve heat in the environment, d) appreciate the importance of different sources of heat in daily life.	The learner is guided to: • think and share on sources of heat used at home, • discuss sources of heat in the environment, • use pictures or video clips to find out various sources of heat in the environment, • discuss uses of heat in the environment and share in class, • discuss basic heat conservation measures, • role-play how to conserve heat in the environment, • share with peers on how to keep safe when dealing with heat from various sources of heat, • reflect on experiences of conserving heat at home and share with others.	Why is heat important in our daily life?

Core Competencies to be developed:
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 relate to concepts about drying clay models in Creative Activities.

SUGGESTED ASSESSMENT RUBRIC

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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.	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.

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: a) name ways in which water can be contaminated in the environment, b) carry out activities to make water clean and safe, c) conserve water at home and school as a scarce resource, d) value the importance of clean and safe water for healthy living.	The learner is guided to: • think and share ideas on sources and uses of water in the environment, • use audio-visual resources or observe pictures to gather information on how water can be contaminated in the environment, • improvise water filters using locally available materials, • clean dirty water through filtration using different materials, • draw and colour an improvised water filter using locally available resources, • discuss how to make water safe for drinking, • discuss ways in which water can be reused, • make posters on ways of conserving water in the environment.	How can you keep water clean and safe?

Core Competencies 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 filters 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)
3.0 Resources in Our Environment	**3.2 Plants** • *Edible and Non-edible plants* (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify safety measures to observe when handling plants, b) classify plants in the environment into edible and non-edible, c) make a kitchen garden using locally available materials, d) appreciate plants as sources of food in the locality.	The learner is guided to: • listen to a resource person on safety measures observed when handling plants in the environment, • manipulate a digital device to watch video clips or read print media on safety measures to observe when handling plants in the environment, • go on a nature walk to interact with different plants found in the immediate environment, • discuss types of plants (*edible, non-edible)* found in the locality*,* • sort and group various plants in the environment as edible/non edible, • draw and colour one type of plant and display it in class, • search from the internet or print media items used to make kitchen gardens, • manipulate digital devices when searching for various forms of kitchen gardens on the internet,	How are plants important in the environment?

			• participate in developing a kitchen garden in school using locally available materials as a class project.	

Core Competencies to be developed:
Digital Literacy**:** learner manipulates a digital device when searching for various forms of kitchen gardens on the internet.

Values:
Responsibility: learner embraces hard work when completing assigned tasks in creating a kitchen garden at school.

Pertinent and Contemporary Issues:
Safety**:** learner enhances safety skills when handling different plants in the environment during a nature walk.

Link to other learning areas:
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)
3.0 Resources in Our Environment	3.3 Animals (8 lessons)	By the end of the sub-strand, the learner should be able to: a) explain the importance of domestic animals to human beings, b) determine ways of caring for domestic animals, c) engage in activities that care for domestic animals, d) reflect on the value of domestic animals to human beings.	The learner is guided to: • share ideas on types of animals found in the community, • talk about the uses of domestic animals to people, • talk about animals as cart pullers on the roads, • listen to a resource person, or read age appropriate stories on how to care for domestic animals, • role play care for domestic animals, • sing songs about the importance of animals to human beings.	How can you care for animals at home or school?

Core Competencies to be developed:
Learning to Learn: learner develops the skill of working independently when role-playing care for domestic animals.

Values:
Love: learner enhances compassion when role playing care for domestic animals.

Pertinent and Contemporary Issues:
Socio-economic and Environmental Issues: learner promotes animal welfare education when advocating for the care of animals including those that provide animal power.

Link to other learning areas:
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)
3.0 Resources in Our Environment	**3.4 Waste Materials** (12 lessons)	By the end of the sub-strand, the learner should be able to: a) identify waste materials that can be used to generate income, b) describe ways in which waste materials can generate income, c) carry out activities to manage waste materials in the environment, d) value the use of different waste materials to make money in the community.	The learner is guided to: • use pictures, video clips or realia to explore various types of waste materials in the environment, • discuss various ways of using waste to generate income in the immediate environment, • use digital devices or print materials to search for more information on ways of making money from waste, • discuss safety measures to be observed when handling waste materials, • undertake activities that can manage waste materials in the environment using unique and new ideas, • undertake a project that will put waste materials from the environment into appropriate use, • display transparency when accounting for money generated from the project.	How can waste materials be used to generate income?

Core Competencies 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.

SUGGESTED ASSESSMENT RUBRIC

Level / Indicator	Exceeds Expectations	Meets Expectations	Approaches Expectations	Below Expectations
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 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 a scarce resource.	Very often conserves water at home and school as a scarce resource.	Conserves water at home and school as a scarce resource.	Less often conserves water at home and school as a scarce resource.	Rarely conserves water at home and school as a scarce resource.
Ability to carry out activities for caring domestic animals.	Very often carries out activities for caring for domestic animals.	Carries out activities for caring domestic for animals.	Less often carries out activities for caring for domestic animals.	Rarely carries out activities for caring for 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: COMMUNITY SERVICE LEARNING AT LOWER PRIMARY

At this sub-level, the goal of the CSL activity is to provide links between concepts learnt in the various Learning Activities and real-life experiences. Learners begin to make connections between what they learn and the relevance to their daily lives. 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 activities within the school, and
- consider learner safety when selecting the activity.

The following steps for the integrated CSL activity should be staggered across the school terms:

Steps in carrying out the integrated CSL activity
1) Preparation • Determine the activity for the learners. • Map out the targeted core competencies, values, and specific learning areas skills for the CSL activity. • Identify resources required for the activity (focusing on locally available materials). • Stagger the activities across the term (set dates and times). • Communicate with 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 conducted **annually.** The thematic areas for this activity will be derived from the broader categories of the PCIs and concepts from the various Learning Areas. Teachers are expected to vary the themes yearly to allow learners to address different PCIs within their contexts. There should be a link between the skills from the learning areas and the chosen themes.

The integrated CSL activity utilises a Whole School Approach (WSA), involving the entire school community (learners, parents/caregivers/guardians, school administration, teachers). Parents/caregivers/guardians are crucial stakeholders in the planning and execution of the CSL activity. While the teacher leads the planning and integration, learners will be expected to actively participate throughout the process.

The CSL activity provides an opportunity to develop of core competencies and nurture various values. The teacher will vary the emphasised core competencies and values each year.

Assessment of the CSL Activity

Assessment of the integrated CSL activity will focus on three components namely:

- skills from various learning areas applied in carrying out the activity,
- core competencies developed, and
- values nurtured.

Assessment should focus on both the process and the 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.