

Curriculum Design

Environmental Activities Grade One

Essence Statement

This is an integrated learning area comprising of Science, Social and Agricultural activities. The learner will acquire knowledge, skills, values and attitudes leading to competency that will enable exploration of the environment for enjoyment, learning and problem solving. The competences will form basis for concepts to be acquired at higher levels of learning for sustainable development.

General Learning Outcomes

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

- Practice proper sanitation and safety precautions to limit risks to self, others and the environment
- Demonstrate appropriate values, attitudes and practices for sustainable interactions
- Explore the immediate environment for learning and enjoyment
- Apply acquired competences in solving environmental challenges for sustainable development
- Appreciate the country's rich, diverse environmental resources and cultural heritage for harmonious living
- Develop appropriate organizational, practical and technological skills for problem solving in conserving the environment
- Communicate environmental friendly messages through technological, verbal and non-verbal modes for conservation, improvement and protection of the environment
- Participate in community service learning to promote the environmental and social well being.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Environment and its resources	1.1 Weather and Sky (10 lessons) 1.1.1 Observing the Sky	<i>By the end of the sub-strand, the learner should be able to:</i> a. Describe the appearance of the sky during the day and at night b. Observe differences in appearance of the sky during the day and at night c. Develop curiosity in observing appearance of the sky for enjoyment.	<ul style="list-style-type: none"> • Learners to observe the sky (the sun, moon, stars and clouds) during the day and share their observations with others • With the help of parents or guardians learners to observe appearance of the sky at night and report back • Use stimulus materials to show appearance of the sky during the day and at night • Learners to play educative computer games on the Sun, moon, clouds and stars • Learners to draw and colour the Sun, moon, clouds and stars. 	<ul style="list-style-type: none"> • What do we see when look at the sky during the day and during the night? • What differences do we observe in the day and night sky?
	1.1.2 Exploring weather conditions	<i>By the end of the sub-strand, the learner should be able to:</i> a. Identify weather conditions of the day b. Make reasonable weather forecast of the day c. Appreciate weather conditions at different times of the day.	<ul style="list-style-type: none"> • Learners to explore weather conditions as an outdoor activity (windy, cloudy, rainy and sunny) • In groups, learners to observe weather conditions of the day in the immediate environment • Learners to share experiences about daily weather conditions • Learners to identify various weather conditions of a day using age appropriate stimulus materials • Learners to mime various weather conditions for enjoyment 	How is the weather today?

			<ul style="list-style-type: none"> • Learners to find out more about the sky during the day and at night from parents or guardians. • Learners to draw and colour a picture on weather. 	
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Core Competences to be developed: Communication and collaboration, imagination and creativity, critical thinking and problem solving.	
Link to PCIs and Values: ESD: Environmental Education	Link to values: Unity and respect when working together
Links to other learning activity areas: Religious Education :Appreciating God’s creation Movement and Creative Arts: drawing and colouring	Suggested Community Service Learning activities: Learners are guided by parents or guardians to observe the sky at night.
Suggested non formal activity to support learning: Learners to develop and colour a poster on weather.	Suggested assessment: Observation as they draw and colour the poster, oral questions on weather.

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches expectations	Below expectations
<ul style="list-style-type: none"> • Consistently and accurately identifies the sun, moon ,stars and clouds • Appreciates different weather conditions. 	<ul style="list-style-type: none"> • Accurately identifies the sun, moon, stars and clouds • Appreciates different weather conditions. 	<ul style="list-style-type: none"> • Occasionally identifies the sun, moon ,stars and clouds • Sometimes appreciates different weather conditions. 	<ul style="list-style-type: none"> • Rarely identifies and appreciates weather conditions

Strand	Sub-Strand	Specific Learning Outcome	Suggested Learning Experiences	Key Inquiry Question(s)
1.0 Environment and its resources	1.3 Water (10 lessons) 1.3.1 Sources of water	<i>By the end of the sub-strand, the learner should be able to:</i> a. Identify different sources of water in the immediate environment b. Observe different sources of water in the immediate environment c. Appreciate different sources of water in the immediate environment.	<ul style="list-style-type: none"> • Learners to brainstorm on sources of water • Learners to observe a variety of stimulus materials on sources of water. • In groups, learners to share ideas on different sources of water in the immediate environment • With the support of the teacher, learners to make model sources of water in the class learning space/corner as a project. 	What are the sources of water in our immediate environment?
	1.3.2 Uses of water	<i>By the end of the sub-strand, the learner should be able to:</i> a. Identify different uses of water in the home and school b. Demonstrate careful use of water in the home and school c. Appreciate careful use of water in the home and school.	<ul style="list-style-type: none"> • Learners to identify different uses of water using varied stimulus materials • In groups, learners to identify different uses of water in the home and school from the stimulus materials • Learners to discuss careful use of water in the home and school • Learners to create and share with others a scrapbook on careful use of water either in the home or at school as part of a personal experience and to bring out the value of careful use of water 	How could we use water responsibly in the home and school?
Core-competence to be developed: Communication and collaboration while working in groups; Digital literacy; Creativity: ability to think critically and creatively in making the scrapbook				
Links to PCI's: Personal hygiene			Links to values: Moral values of cleanliness	
Link to other learning activity areas : Religious Education: Religious values, appreciate water sources as a gift from God; Nutrition and Hygiene cleanliness			Suggested Community Service Learning activities: Learners to find out more about sources and uses of water from their parents or guardians.	
Suggested non-formal activity to support learning through application Make a display of the scrapbook for other learners to appreciate.			Suggested assessment: Use a checklist to assess the scrapbook, Observation on group work, written and oral questions.	

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently and correctly identifies many sources and uses of water and demonstrates careful use of water.	Correctly identifies sources and uses of water. Appreciates and demonstrates careful use of water.	To some extent, correctly identifies sources and use of water. May appreciate and demonstrate careful uses of water.	Rarely identifies and appreciates sources and uses of water.

Strand	Sub -strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question (s)
Environment and its resources	1.4 Soil (10 lessons) 1.4.1 Playing with soil	<i>By the end of the sub-strand, the learner should be able to:</i> a. Identify ways of playing with soil for enjoyment b. Play with soil in different ways for enjoyment c. Model different objects using soil at school d. Develop curiosity in playing with soil for enjoyment.	<ul style="list-style-type: none"> • Learners to identify ways of playing with soil • Learners to fill and empty cans with soil for fun • Learner to model different objects using soil • Learners to draw on the soil and make different patterns using soil paints • Learners to find out more from parents or guardians on how to play with soil. 	How could we play with soil?

Core-competence to be development: creativity and imagination, communication and collaboration as learners make patterns using paints from soil.	
Links to PCI's: ESD: Environment and its resources	Links to values: Responsibility as learners work together
Links to other learning activity areas : Mathematics: Emptying and filling cans Movement and Creative activities: Drawing and making patterns	Suggested Community Service Learning activities: Learners find out from parents or guardians how to play with soil.
Suggested non-formal activity to support learning: Displaying patterns from soil paints for peers to appraise.	Suggested assessment: Oral questions and observation of the soil activities.

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
<ul style="list-style-type: none"> Consistently plays and creatively model objects, makes a variety of patterns using soil and shows curiosity in playing with soil. 	<ul style="list-style-type: none"> Correctly plays, model objects, make patterns using soil and shows curiosity in playing with soil. 	<ul style="list-style-type: none"> Sometimes plays, model objects, make few patterns using soil and show little interest in playing with soil. 	<ul style="list-style-type: none"> Rarely plays, model objects or make patterns using soil.

Strand	Sub-strand	Learning outcome	Suggested Learning experience	Key Inquiry question(s)
Environment and its resources	1.5 Plants (15 Lessons) 1.5.1 Exploring plants in the immediate environment	By the end of the sub-strand, the learner should be able to: a. Identify plants in the immediate environment b. Observe plants in the immediate environment to realize the diversity in plants c. Appreciate plant diversity in the immediate environment.	<ul style="list-style-type: none"> Learners to take a nature walk to observe different plants in the immediate environment. Learners to think, pair and share about plants that they observed during the nature walk Learners to draw and colour plants that they liked during the nature walk Learners to gather more information parents or guardians about plants and report back. Learners to search for pictures on plants from digital and print resources 	What plants are found in the immediate environment?
Core Competences to be developed: Communication and collaboration: sharing experiences in groups about plants. Imagination and creativity: drawing and colouring plants. Learning to learn: gathering information through taking a nature walk				
Link to PCIs: ESD: Environmental awareness			Link to values: Responsibility and unity in working with others	
Links to other learning activity areas: Religious Activities: Appreciating plants as God's creation. Movement and Creative Activities: Drawing and colouring plants			Suggested Community Service Learning activities: learners to find out names of plants from parents or guardians.	
Suggested non formal activity to support learning: Sing songs on plants during the school assembly.			Suggested assessment: Oral questions, observation and written work on Activity sheet on plants.	

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly identifies the plants in the immediate environment.	Correctly identifies plants in the immediate environment.	Sometimes identifies some plants in the immediate environment.	Rarely identifies plants in the immediate environment.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key inquiry Question(s)
1.0 Environment and its resources	1.6 Animals (15 lessons) 1.5.1 Exploring animals in the immediate environment.	<i>By the end of the sub-strand, the learner should be able to:</i> a. Identify different animals in the immediate environment b. Observe different animals in the immediate environment c. Appreciate diversity of animals in the immediate environment.	<ul style="list-style-type: none"> • Learners are guided safely explore animals in the immediate environment • Using stimulus materials, learners in groups observe and identify different animals • Learners to take a nature walk to observe diversity in animals. • Learners to share their findings on animals that they observed • Learners listen to case stories on animals for enjoyment • Learners to gather more information on animals from parents or guardians. 	What animals are found in the immediate environment?

Core Competence to be developed: Creativity and imagination, Learning to learn Communication and collaboration

Link to PCI's: ESD: Environmental awareness.

Life skills: Effective communications as learners identify animals.

Link to Values: Respect, kindness, care, safety: learners appreciate animals in their natural environment.

Link to other learning activity areas: Religious Education: appreciating animals as God's creation.
Literacy: listening to stories on animals

Suggested Community Service Learning activities: Learners to explore animals in the immediate environment

Suggested non formal activity to support learning through application: Present a message on care of animal to other

Suggested assessment: Oral questions on identifying animals in the immediate environment.

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Consistently and correctly identifies, observes and appreciates different animals in the immediate environment.	Correctly identifies different animals, observes and appreciates the animals in the immediate environment.	Sometimes identifies different animals, observes and rarely shows appreciation of the different animals in the immediate environment.	Rarely identifies and appreciate different animals in the immediate environment.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
1.0 Environment and its resources	1.7 Energy (10 Lessons) 1.7.1 Producing sounds	<i>By the end of the sub-strand, the learner should be able to:</i> a. Recognize sounds in the immediate environment b. Identify ways of producing sounds from different objects c. Create sounds from a variety of sources for enjoyment d. Develop curiosity in producing sounds from different objects.	<ul style="list-style-type: none"> • Learners take a sound walk in the immediate environment • Learners think, pair and share the sounds they heard • Learners to imitate sounds from humans, animals, machines or that which is natural such as thunder) • Learners to identify ways of creating sound using the body, objects and voice (plucking, hitting, blowing, shaking snapping, tapping and clicking) • Learners to listen to different sounds from common instruments using multimedia resources. 	1 What produces sounds in the immediate environment? 2 How could we produce sounds?

	1.7.2 Sounds that alert us on dangers	<p><i>By the end of the sub-strand, the learner should be able to:</i></p> <ol style="list-style-type: none"> Identify sounds that alert us on dangers in the immediate environment Discriminate sounds that alert us on dangers for appropriate response Appreciate different sounds that alerts on dangers. 	<ul style="list-style-type: none"> Learners to come up with different sounds that alert us on dangers Learners to identify sounds used to alert us on dangerous situations In groups, learners to match different sound alerts with correct danger Organize learners to practice appropriate response to sounds that alert us on dangers Learners to ask parents or guardians how to appropriately respond to sounds that alert people on dangers 	<p>1. What sounds alert on danger? 2. How could we respond appropriately to various sounds?</p>
	1.7.3 Harmful effects of loud sounds	<p><i>By the end of the sub-strand, the learner should be able to:</i></p> <ol style="list-style-type: none"> Identify sources of loud sounds in the immediate environment Recognize harmful effects of loud sound to health and safety Observe practices that limit harmful effects of loud sounds Demonstrate willingness to limit harmful effects of loud sounds to self and others. 	<ul style="list-style-type: none"> Learners to explore sources of loud sound in the immediate environment Learners to be aware of effects of loud sounds on their wellbeing Learners to identify ways of avoiding loud sound Learners to recite a poem on limiting harmful effects of loud sounds. 	<p>1. What are the sources loud sounds? 2. How could loud sound harm us? 3. How could we avoid loud sound?</p>
<p>Core-competence to be development: Creativity and imagination when creating sound, dancing and singing Self-efficacy – discussing on how to avoid practices that brings about loud sound</p>				
<p>Links to PCI's: ESD: Environment and its Resources Life skills: Effective communication , learners produce sounds in different ways Citizenship: Social cohesion, learners sing and dance to different sounds</p>			<p>Link to values: Responsibility and unity as learners work together</p>	

Links to other learning activity areas (s): Language: Reciting poems Nutrition and Health: Loss of hearing Movement and creative Arts: Singing and dancing	Suggested Community Service Learning activity: Display messages that warn on harmful effects of loud sounds.
Suggested non-formal activity to support learning through application Communicate messages of avoiding loud sounds through clubs movements and societies.	Suggested assessment: Sound quiz, written questions

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Producing sounds	Correctly and consistently identifies sources of sounds and creatively creates sound.	Correctly identifies sources of sounds and creates sounds.	Identifies some sources of sounds and creates some sounds.	Rarely identifies sources of sounds or creates sounds.
Sounds that alert us on dangers	Correctly and consistently make sounds, identifies and discriminates sounds that alert on dangers.	Correctly identifies and discriminate sounds that alert on dangers.	Sometimes identifies and discriminate some sounds that alert on dangers.	Rarely identifies and discriminate some sounds that alert on dangers.
Dangers of loud sounds	Correctly and consistently observe and appreciates practices that protect self and others from loud sounds.	Correctly observe and appreciates practices that protect self and others from loud sounds.	Sometimes observe and appreciates practices that protect self and others from loud sounds.	Rarely observes practices that protect one from loud sounds.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	Home Environment (20 lessons) 2.1.1 Caring for things found in the home	a. Name various things found in the home b. Care for things found in the home c. Develop positive attitude towards caring for things in the home.	<ul style="list-style-type: none"> • Learners to identify and name things found in the home (utensils and furniture) • Learners to identify ways of caring for things found in the home (cleaning and dusting) • Learners to demonstrate ways of caring for things found in the home. 	<p>1. What things are found in the home?</p> <p>2. How could we care for things found in the home</p>
	2.1.2 Keeping home environment clean	By the end of the sub-strand, the learner should be able to: a. Identify what t makes the home environment dirty b. Participate actively in making the home environment clean c. Demonstrate willingness to keep the home environment clean.	<ul style="list-style-type: none"> • Learners find out what makes the home environment dirty • Learners to demonstrate cleaning of home environment using relevant cleaning activities • Learners to visit a nearby home, if possible of an elderly person, and clean the home environment. 	<p>1. What makes our home environment dirty?</p> <p>2. How could we keep our home environment clean?</p>
	2.1.3 Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to: a. Recognize common risks at home b. Observe safety and security in the home environment to avoid risk to self and others c. Demonstrate responsibility towards own safety and security in the home environment.	<ul style="list-style-type: none"> • Learners to listen to case story on possible risks in the home • Learners to recognize common risks in the home • Using supporting stimulus, learners demonstrate ways of keeping safe and secure in the home • Learners to talk with parents or 	<p>1. What are some of the possible risks in the home?</p> <p>2. How could we keep safe and secure in the home?</p>

			guardians and report back on keeping safe and secure in the home.	
	2.1.4 Child Rights and responsibilities in the family.	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Identify Child Rights in the family</p> <p>b. Demonstrate responsibilities of a child in the family</p> <p>c. Develop a sense of responsibility for family social cohesion.</p>	<ul style="list-style-type: none"> Using stimulus materials, learners to identify child rights in the family (right to a name, nutrition, shelter, schooling and play) Using stimulus materials, learners to identify responsibilities of a child in the family In groups, learners to complete a postcard on responsibilities of a child in the family. 	<p>1. What are the rights of a child in the family?</p> <p>2. What are the responsibilities of a child in the family?</p>
	2.1.5 Meeting family needs.	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Recognize basic needs in the family</p> <p>b. Identify ways in which parents or guardians meets basic family needs</p> <p>c. Appreciate the efforts of parents or guardians in meeting family needs.</p>	<ul style="list-style-type: none"> Using probing questions learners to state some of the basic family needs (food, water and shelter) Learners to fill printable age appropriate forms on basic family needs Using age appropriate stimulus materials, learners to identify how parents or guardians meet basic family needs (farming, employment and business) Learners to sing songs and recite poems or rhymes on how parents or guardians meet basic family needs. 	<p>1. What are basic family needs?</p> <p>2. How could parents or guardians meet basic family needs?</p>

Core Competence: Citizenship (Child Rights and family values), Self-efficacy: able to make social decisions.	
PCIs: ESD: Safety and Security Life skills: Moral education and self-awareness; Citizenship: Family responsibilities.	Link to values: Respecting family members, responsibility in meeting family needs, love, care
Link to other learning activity areas : Religious Education: Moral values and responsibilities	Suggested Community Service Learning activities: Learners to be guided to find out from parents or guardians how they meet family needs.
Suggested non formal activity to support learning: Learners to sing and recite poems on how parents or guardians meet family needs during a parents’	Suggested assessment: Oral questions, observations written questions

Suggested Assessment Rubric

Sub –strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Caring for things in the home	Consistently and correctly names various things found in the home, cares for things found in the home.	Correctly names various things found in the home, cares for things found in the home.	Occasionally correctly names some things found in the home, cares for some things found in the home.	Rarely names and care for things found in the home.
Keeping the home environment clean	Consistently and effectively participates in making the home environment clean and appreciate keeping the home environment clean.	Correctly participates in making the home environment clean and appreciate keeping the home environment clean.	Occasionally participates and appreciates in making the home environment clean and appreciate keeping the home environment clean.	Rarely participates in making the home environment clean.
Keeping the home safe and secure	Consistently identifies risks and effectively keeps safe and secure	Correctly identifies risks and keeps safe and secure	Occasionally identifies risks and keeps safe and secure	Rarely to identify risks and keep safe and secure
Child Rights and responsibility in the family	Consistently identifies rights and responsibilities in the family and	Correctly identifies rights and responsibilities in the family.	Occasionally identifies rights and responsibilities in the family.	Rarely identifies rights and responsibilities in the family.

	effectively exercises rights and responsibilities			
Meeting Family Needs	Consistently recognizes family needs and responsibilities and always appreciates the efforts of parents or guardians in meeting family needs.	Correctly recognizes family needs and responsibilities and always appreciates the efforts of parents or guardians in meeting family needs.	Occasionally recognizes family needs and responsibilities and appreciates the efforts of parents or guardians in meeting family needs.	Rarely recognizes family needs, responsibilities the efforts of parents or guardians in meeting family needs.

Strand	Sub –strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
2.0 Social environment	2.2 Enterprise projects (30 lessons) 2.2.1 Ways of making money in the family	By the end of the sub-strand, the learner should be able to: a. Identify ways of making money rightfully in the family b. Demonstrate awareness of rightful ways of making money to promote good citizenship c. Appreciate genuine ways of making money as good citizens.	<ul style="list-style-type: none"> Learners are guided through probing questions to identify how families make money In groups, learners to discuss rightful ways of making money. Using case stories, learners to identify different ways of making money rightfully Learners to find out more from parents or guardians on rightful ways of earning 	How could the family make money rightfully?

			money	
	2.2.2 Exploring the environment for appropriate income generating activities.	By the end of the sub-strand, the learner should be able to: a. Identify income generating activities for the family b. Suggest possible income generating activities for the family c. Demonstrate interest in the income generating activities at home.	<ul style="list-style-type: none"> • learners to suggest an income generating activity at home • learners to use varied stimulus materials to explore income generating activities that could be carried out in the family • Learners to think, pair and share on income generating activities that could be undertaken by the family • Learners to share suggestions on income generating activities with guardians or parents • Learners to visit an on going income generating project for kids. 	What activities could generate income for the family?

Core Competences to be developed: Communication and collaboration, imagination and creativity, critical thinking and problem solving.	
Link to PCIs and Values: ESD Environmental Education and its resources: environment and its resources. Financial literacy: income generating activities Life skills : Effective communication, service learning and parental involvement	Link to values: Honesty, integrity
Links to other learning activity areas: Literacy, Religious Education	Suggested Community Service Learning activities: discussion with parents or guardians on income generating projects.
Suggested non formal Activity to support learning Visit an on going income generating project for kids	Suggested assessment: Observation as they perform the poem or sing. Oral question on weather

Suggested Assessment Rubric

Sub-strand	Exceeds expectation	Meets expectation	Approaching expectation	Below expectation
Ways of Making money	Consistently and creatively identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Identifies ways of making money, demonstrates and appreciates rightful ways of making money.	Sometimes identifies ways of making money, may demonstrate and appreciates rightful ways of making money.	Rarely identifies ways of making money.
Exploring the environment for appropriate income generating activities	Creatively and consistently identifies and suggests various possible income generating activities for the family.	Identifies and suggests possible income generating activities for the family.	Sometimes identify possible income generating activities for the family.	Rarely identifies possible income generating activities for the family.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	2.2 3.1 Caring for plants 2.3 (5 lessons) 3.1.1 Watering flower beds at school.	By the end of the sub-strand, the learner should be able to: a. Point out when flowers should be watered at school b. Water flower beds appropriately within the school environment c. Demonstrate willingness to take responsibility in watering flowers at school.	<ul style="list-style-type: none"> • Learners to suggest reasons for watering flowers. • In groups, learners to identify things used for watering flowers (watering can, sprinklers, hose pipe, bucket, improvised watering cans) • Learners are guided to watch age appropriate media on watering of flower beds 	<ol style="list-style-type: none"> 1. When do we water flower beds? 2. How could we water flower beds?

			<ul style="list-style-type: none"> • Learners to practice correct procedure of watering flower beds and takes photographs • Learners to take turns in watering flower beds • Learners to participate in planting flowers to beautify the school compound. 	
<p>Core Competences to be developed: Communication and collaboration taking turns in watering flowers. Imagination and creativity: improvising watering cans.</p>				
<p>Link to PCIs and Values: Environmental Education: Caring for plants</p> <p>Life skills: Cooperating while taking turns in watering flowers.</p>		<p>Link to values: Respect, responsibility as learners take turns in watering flowers at school</p>		
<p>Links to other learning activity areas: Religious Education</p> <p>Activities: Respect plants as God’s creation.</p>		<p>Suggested Community Service Learning activities:</p> <p>Participate in watering flowers in school</p>		
<p>Suggested non formal Activity to support</p> <p>Beautify the school compound through school clubs and societies.</p>		<p>Suggested assessment: Observing the procedure of watering flowers.</p>		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Correctly points out when flower beds should be watered at school, waters flower beds appropriately within the school environment and demonstrates willingness to take responsibility in watering flowers at school.	Sometimes point out when flower beds should be watered at school, waters flower beds appropriately within the school environment and sometimes takes responsibility in watering flowers at school.	Rarely points out when flower beds should be watered at school and may water flower beds appropriately within the school environment.

Strand	Sub-strand	Specific learning outcome	Suggested Learning Experiences	Key Inquiry Question(s)
Caring for the environment	3.2 Caring for animals (5 lessons) 3.2.1 Feeding and watering animals	By the end of the sub-strand, the learner should be able to: a. Identify common feeds for various animals at home b. Identify common equipment for watering and feeding animals at home c. Clean the equipment for watering and feeding animals at home d. Appreciate the need to feed and water animals at home.	<ul style="list-style-type: none"> • Learners to identify common feeds, feeding and watering equipment for animals at home • In groups, learners share experiences on feeding and watering animals (chicken, cow, cat and dog) • Learners to visit a farm or watch a video clip to identify animal feeds and watering equipment • Learners to practice feeding and watering animals at home. 	<ol style="list-style-type: none"> 1. What do animals at home eat? 2. What equipment do we use in watering and feeding animals at home? 3. How could we keep watering and feeding equipment clean?
Core-competence to be development: Collaboration and communication : learners working in groups				
Links to PCI's and values: ESD: Animal Welfare Education– Freedom for animals		Links values: Respect and care for animals		
Links to other learning activity areas: Nutrition and Hygiene: cleanliness Religious Education: Respect of God's creation		Suggested Community Service Learning activities: Learners are guided to find out from a farm some of the common animal feeds and watering equipment.		
Suggested non-formal activity to support learning through application: Visit a farm or attend agricultural shows to learn more on animals.		Suggested assessment: Oral questions, observation as learners practice feeding and watering animals.		

Suggested Assessment Rubric

Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Correctly and consistently identifies animal feeds and watering equipment for domestic animals, is able to feed, water and clean the watering equipment appropriately.	Correctly identifies common animal feeds and is able to feed and water animals appropriately.	Sometimes identifies common animal feeds and is able to feed and water animals appropriately.	Rarely identifies common animal feeds and is able to feed and water animals appropriately.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.3 Managing waste responsibly (10 lessons) 3.3.1 Exploring types of waste in the classroom	By the end of the sub-strand, the learner should be able to: a. Identify types of waste in the classroom b. Safely sort out waste in the in the classroom for appropriate disposal c. Dispose of waste responsibly to limit risks to self, others and environment d. Appreciate a clean classroom environment for good health.	<ul style="list-style-type: none"> • Learners to brainstorm types of waste from the classroom • (Plastic and non-plastics) • Learners to record types of waste (by writing or drawing) • Learners to safely sort out wastes from the classroom • Learners to make a plan to reduce and effectively dispose of waste from the classroom 	1. What types of waste are found in the classroom? 2. How could we dispose of classroom waste responsibly?

3.3.2 Safety in handling waste in the home		<p>By the end of the sub-strand, the learner should be able to:</p> <p>a. Identify types of waste found in the home</p> <p>b. Sort out waste for safe and effective disposal in the home</p> <p>c. Appreciate the need for safety when handling waste at home to limit risk to self and others.</p>	<ul style="list-style-type: none"> • Learners to identify types of waste found in the home • Learners to watch video clips on safe handling of wastes • Learners to identify safe ways of handling wastes in the home • In groups, learners to simulate safety in handling different types of waste in the home • Learners to discuss with parents or guardians about safe ways of handling wastes in the home. • Learners to participate in making sign posts and place them at appropriate places to guide disposal of waste. 	<p>1. What wastes are found in the home?</p> <p>2. How could we safely dispose of waste at home?</p>
<p>Core Competences to be Developed: Communication and collaboration, critical thinking and problem solving practice safe handling of different types of waste; learning to learn: gathering information on waste disposal.</p>				
<p>Link to PCIs: ESD: Care of the environment</p> <p>Life skills: Service learning, Cooperating with others while working in groups.</p>		<p>Link to values: Responsibility and teamwork as learners simulate safety and make sign posts</p>		
<p>Links to other learning activity areas: Hygiene and Nutrition: Waste disposal</p>		<p>Suggested Community Service Learning activity: Ask parents or guardians about ways of handling waste</p>		
<p>Suggested non formal activity to support learning through application: Engage clubs to create sign posts and place them at appropriate places to guide disposal of waste.</p>		<p>Suggested assessment: Observation, written assignment</p>		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and correctly	Correctly identifies and disposes	Sometimes identifies and	Rarely identifies and disposes

identifies and disposes home and classroom wastes effectively and efficiently.	home and classroom wastes effectively.	disposes home and classroom wastes effectively.	home and classroom wastes effectively
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Strand	Sub-strand	Specific learning outcome	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.4 Caring for water (5 lessons) 3.4.1 Using water sparingly	By the end of the sub-strand, the learner should be able to: a. State ways in which water is wasted at home and school b. Identify ways of using water sparingly to reduce wastage c. Use water sparingly at home and school d. Demonstrate willingness to use water sparingly.	<ul style="list-style-type: none"> • Learners to identify ways of using water sparingly at home and school • Learners to use age appropriate stimulus materials showing various ways in which water is used sparingly • In groups, learners to demonstrate the different practices of careful use of water • Learners to identify common practices that lead to wastage of water in the home and school. • In pairs, learners to discuss ways of using water sparingly. • Organize learners to participate in school water day to share experiences on careful use of 	<p>1. How is water wasted at home and school?</p> <p>2. How could we reduce water wastage at home and school?</p>

Core-competence to be development: Critical thinking and problem solving: learner practicing use of water sparingly, Communication and collaboration: learners in groups carry out simple activities on careful use of water.	
Links to PCI's: ESD: Water conservation	Links to values: Using water sparingly
Links to other learning activity areas (s): Hygiene and Nutrition: Use of water	Suggested Community Service Learning activity Learners to find out from their parents or guardians on how water is used sparingly at home and school.
Suggested non-formal activity to support learning through application: Organize an event on school water day to share careful use of water.	Suggested assessment: Oral interviews on water use and direct observation of group work.

Suggested Assessment Rubric

Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Consistently and correctly uses water sparingly.	Correctly uses water sparingly.	Sometimes uses water sparingly.	Rarely uses water sparingly.

Strand	Sub-strand	Specific learning outcomes	Suggested learning experiences	Key inquiry question(s)
3.0 Care for the environment	3.5 Conserving Light Energy in the home and School (5 Lessons)	By the end of the sub-strand, the learner should be able to: a. State responsible ways of using light energy in the home and school	<ul style="list-style-type: none"> Learners to discuss ways of saving light energy in the home and school Using stimulus materials, learners to discuss ways of saving light energy Learners to make rules on conserving 	How could we save light energy in the home and school?

		<p>b. Demonstrate correct ways of using light energy in the home and school</p> <p>c. Use light energy sparingly and responsibly at home and school to conserve energy.</p>	<p>light energy in the home and school</p> <ul style="list-style-type: none"> Learners to colour designed stickers and display them. The stickers to contain messages on conserving light. 	
<p>Core Competences to be developed: Communication and collaboration: displaying stickers on conserving energy. Critical thinking and problem solving: when develop rules on conserving light energy at home and school.</p>				
<p>Link to PCIs: ESD: Environmental education; Social Environment</p> <p>Life skills : Responsibility in conserving light</p>		<p>Link to values: Responsibility in conserving light</p>		
<p>Links to other learning activity areas: Movement and Creative Arts: designing stickers</p>		<p>Suggested Community Service Learning activity: Learners to share information with parents or guardians on light saving and report back.</p>		
<p>Suggested non formal Activity to support learning through application: Track the use of light energy at home or school to determine if there is a positive change towards conserving energy.</p>		<p>Suggested assessment: assessing the stickers</p>		

Suggested Assessment Rubric

Exceeds expectations	Meets expectation	Approaches Expectation	Below expectation
Consistently and responsibly demonstrate ways of saving light energy at home and school.	Responsibly demonstrate ways of saving light energy at home and school.	Sometimes demonstrate saving of light energy at home and school.	Rarely demonstrate saving of light energy at home and school.