

# MINISTRY OF EDUCATION



MINISTRY OF EDUCATION

## COMMUNITY-BASED LEARNING PROGRAMME NOTES FOR THE TEACHER



THE KENYA NATIONAL  
EXAMINATIONS COUNCIL



# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	ii
<b>GUIDELINES ON IMPLEMENTING THE COMMUNITY BASED LEARNING CONTENT</b> .....	1
<b>1.0 INTRODUCTION</b> .....	1
<b>2.0 EXPECTED LEARNING OUTCOMES OF COMMUNITY BASED LEARNING</b> .....	1
<b>3.0 TARGETED SKILLS</b> .....	1
<b>4.0 NATURE OF LEARNING ACTIVITIES</b> .....	3
<b>5.0 ORGANIZATION OF ACTIVITIES</b> .....	3
<b>6.0 REFERENCE/TEACHING AND LEARNING MATERIALS</b> .....	4
<b>7.0 ASSESSMENT</b> .....	4
<b>COMMUNITY BASED EDUCATIONAL ACTIVITIES FOR PRIMARY SCHOOL</b> .....	5
<b>COMMUNITY BASED LEARNING GUIDELINES FOR SECONDARY SCHOOL</b> .....	14

# **GUIDELINES ON IMPLEMENTING THE COMMUNITY BASED LEARNING**

## **1.0 INTRODUCTION**

The ongoing Covid-19 global crises has been, and continues to be both a massive challenge and a learning experience for the global education community. Kenya has been hit by the Covid-19 crisis at a point when most of our education systems are not ready for the world of digital learning opportunities. In the effort to continue learning amidst the uncertain school closures, the COVID-19 crisis has excluded some learners who are already marginalized. The alternative methods of using online solutions may not be accessible to all the learners due to lack of internet connectivity, lack of digital devices and inadequate skills to conduct online training by some of the teachers.

Education in Emergencies is one of the surest ways of reaching out to all children in a bid to give them some form of Education. A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

The Ministry of Education seeks to implement Community Based Learning approach in an effort to reach out to the learners who are not able to access the digital and mass media learning platforms already in place.

## **2.0 EXPECTED LEARNING OUTCOMES OF COMMUNITY BASED LEARNING**

By the end of the programme the learners should be able to:

- a) cope with the social and emotional effects of COVID-19;
- b) identify the right information about COVID- 19 related issues;
- c) undertake basic and numeracy outdoor games;
- d) express themselves through different ways (such as poems, songs, drawing, presentations, posters);
- e) Participate in Community Service Learning.

## **3.0 TARGETED SKILLS**

The teachers will be expected to develop learning activities around the following areas:

- a) Life Skills
- b) Values
- c) Guidance and Counselling
- d) Psychosocial support
- e) Core competencies should be integrated in all learning activities. The core competencies include:
  - (i) **Communication and Collaboration:**  
Provide learning activities that require learners to

- Communicate effectively (both orally and in writing),
- Actively listen to others,
- Use and understand appropriate verbal and non-verbal communication,
- Work in diverse teams to produce new and innovative ideas and solutions to identified challenges.

**(ii) Critical thinking and Problem Solving:**

Provide learning activities that require the learner to

- Understand the problem or challenge,
- Generate (new and innovative) ideas to address the problem or challenge,
- Reflect on experiences and processes to address the problem or challenge,
- Make effective decision on the best approach to address the problem or challenge,
- Overcome/solve the problem or challenge.

**(iii) Creativity and Imagination:**

Engage learners in coming up with activities that

- Can generate income
- Enable them to pursue their talents and novel ideas of interest
- Enable them to Judge and add value to something
- Enable them to develop curiosity and innovative mind sets

**(iv) Digital literacy:**

- Skills to discover, acquire and communicate knowledge in a globalized economy.
- Using technology to reinforce, extend and deepen learning through international collaboration.

**(v) Citizenship:**

Engage learners in activities that require them to: -

- Be active and globally aware of current and emerging issues,
- Acquire skills, knowledge and motivation to address issues of human and environmental problems,
- Work towards a fairer working environment in a spirit of mutual respect and open dialogue
- Understanding of what it means to be a Kenyan and our values as Kenyans

**(vi) Learning to learn:**

Learners with this competence demonstrate the following:

- Readiness: prepared, aware and able to respond to change;
- Resourcefulness: knows who and what to draw when required; and how to do it appropriately.
- Resilience: Keeps going in the face of difficulty and negativity
- Responsibility: takes ownership of learning, mistakes and working with others.
- Reflectiveness: asks questions, reviews learning and practicing techniques.

**(vii) Self-efficacy.**

Learners with this skill

- Are confident, able and willing to take on responsibilities.
- Identify/analyse problems/challenges and seek creative solutions.
- Effectively communicate, collaborate and build successful teams

f) Learning Activities

(i) **Primary School**

Learning activities will be based on the following themes:

- Life skills and values
- Health and fitness
- Educational activities
- Environment and sanitation

(ii) **Secondary School**

Learning activities will be based on the following themes:

- Citizenship
- Environment
- Creative arts
- Languages
- Games and Fitness
- Life skills
- Home science
- Mathematics and financial literacy

#### **4.0 NATURE OF LEARNING ACTIVITIES**

**All activities should:**

- 1.1 Be non-contact
- 1.2 Allow for social distancing
- 1.3 Be interesting and engaging
- 1.4 Comprise short interval lessons
- 1.5 Require learners to do some practical work
- 1.6 Allow for creativity, improvisation and use of locally available materials
- 1.7 Allow learners to express themselves freely, for example develop showcase portfolios, display of talents, dramatize, draw.

#### **5.0 ORGANIZATION OF ACTIVITIES**

- 1.8 The teachers are encouraged to be flexible in planning daily learner activities as there is no prescribed content and sequence as practiced in the normal school curriculum.

- 1.9 Teachers should plan activities from different areas to make learning interesting and also take care of all learners needs.
- 1.10 Plan activities taking into consideration the different ages and grades of the learners.

## **6.0 REFERENCE/TEACHING AND LEARNING MATERIALS**

- 1.11 Teachers should plan around learning activities that do not involve too much of text books. They therefore need to engage in hands – on experiences requiring the learners to perform certain tasks.
- 1.12 Old newspapers, magazines can be used taking note that materials should be not shared.
- 1.13 Guide learners on responsible use of phones and other electronic devices.
- 1.14 Teachers can make prior arrangements to access books and other materials from the nearby schools provided there is a good borrowing mechanism.

## **7.0 Feedback**

- 1.15 There shall be no formal Examination given to the learners during this programme. This is so that learners can concentrate more on acquisition of skills rather than preparing for examinations.
- 1.16 Teachers are encouraged to use the following forms of assessment;
  - 1.16.1 Self- Assessment- learners to say or write on how they performed the tasks assigned to them by answering to; *what went on well, what did not go on well, and how they could have done it better.*
  - 1.16.2 Peer- Assessment- learners to comment on the work of other learners without having to show competition.
  - 1.16.3 Giving verbal responses on learners written work
  - 1.16.4 Giving immediate response when learners make a presentation
  - 1.16.5 Asking learners to write/document what they learn and their experiences on a daily basis (one way of writing a journal).

**COMMUNITY BASED EDUCATIONAL ACTIVITIES FOR PRIMARY SCHOOL  
(GRADE 1-4) AND (CLASS 5-8)**

<b>THEMATIC AREAS</b>				
<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
<b>Grade 1 to Grade 4</b>	<ol style="list-style-type: none"> <li>1. Discussion on COVID -19                             <ul style="list-style-type: none"> <li>• Facts</li> <li>• Impact</li> <li>• Debriefing</li> </ul> </li> <li>2. Poems, stories, songs, singing games, passages on;( self-awareness and self-esteem)</li> <li>3. Discussion on the importance of values</li> <li>4. Activities on a variety of pertinent and contemporary issues such as COVID 19, HIV and Aids, integrity</li> <li>5. Gender awareness                             <ul style="list-style-type: none"> <li>• Roles,</li> <li>• Appropriate behaviour between boys and girls</li> </ul> </li> <li>6. Drug and substance abuse discussion (alcohol, smoking, glue sniffing)</li> </ol>	<ol style="list-style-type: none"> <li>1. MOH Guidelines and protocols for containment of Covid-19 guidelines such as wearing masks social distancing, hand washing and use of sanitizers.                             <ul style="list-style-type: none"> <li>• Poems, songs, on procedure of hand washing/sanitizing</li> <li>• Use of masks</li> <li>• Making simple hand washing devices. (Leaky tins and Tippy taps)</li> <li>• Learning to live with Covid-19 pandemic.</li> </ul> </li> <li>2. Food in the locality</li> <li>3. Food and health.                             <ul style="list-style-type: none"> <li>• Eating habits</li> <li>• Nutrients in food</li> <li>• Importance of variety in the diet</li> <li>• Deficiency diseases</li> </ul> </li> <li>4. Play, Physical exercises, dance, singing games and aerobics for fitness and fun:                             <ul style="list-style-type: none"> <li>• Making play items using locally available materials observing safety precautions</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Learners are given a theme such as COVID 19 or environmental conservation:                             <ul style="list-style-type: none"> <li>• Write short sentences, dramatize and recite poems, sing a song tell/share stories about their experiences.</li> <li>• Song and Dance in line with each theme for learning and for enjoyment.</li> </ul> </li> <li>2. Literacy skills:                             <ul style="list-style-type: none"> <li>• Reading age appropriate articles based on a theme selected from Newspaper articles, children’s corner, story books, online books, listening to TV/radio children programs.</li> </ul> </li> <li>3. Numeracy activities based on themes given                             <ul style="list-style-type: none"> <li>• Sorting, matching and ordering items in the home e.g. cutlery, cups, plates, sufurias, firewood, their personal belongings, beddings for storage or cleaning.</li> <li>• Sing songs on numbers.</li> <li>• Writing numbers ( in figures and words) on the ground, using twigs, mad, waste papers, paper mache,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Nature walks to discover the surrounding area/ environment. Activities to be done:                             <ul style="list-style-type: none"> <li>• Identifying and naming things, plants, animals, weeds, herbs, trees, physical features , insects and others using local languages as they enjoy the scenery</li> <li>• Grouping and counting of items</li> <li>• Taking photos and videos of interesting things,</li> <li>• Showing responsibility, respect and unity while taking nature walk</li> <li>• Identifying dangers likely to occur there and sharing with peers and parents as well as the community.</li> <li>• Sharing the experience with parents and peers.</li> </ul> </li> <li>2. Poems, stories and songs on Environmental conservation, protection and animal protection.</li> </ol>

**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
	<p>7. Domestic violence</p> <ul style="list-style-type: none"> <li>• Effect</li> <li>• What to do.</li> </ul> <p>(Disseminate the same information to Peers, parents and community members through poems, songs and drama)</p> <p>8. Life skills games (team work games, Jigsaw puzzles, word building to enforce values and PCIs.)</p>	<p>and conservation of resources.</p> <ul style="list-style-type: none"> <li>• Rope skipping while singing songs/counting</li> <li>• Dance using different body parts etc.</li> <li>• Playing traditional games</li> <li>• Children games</li> </ul> <p>5. Personal hygiene</p> <ul style="list-style-type: none"> <li>• Washing, cleaning and disposal of Personal Items. (Inner wears, Petticoats, Vests, Socks, Handkerchief, Toothbrush, Shoes, Comb, Bath Towels, and Beddings).</li> <li>• Reasons for not sharing personal items</li> <li>• Improvising personal hygiene items from locally available materials</li> </ul> <p>6. Cleanliness at home and school</p> <ul style="list-style-type: none"> <li>• Sweeping</li> <li>• Dusting</li> <li>• Bed making</li> </ul> <p>7. Use locally available materials to make: cleaning materials such as;</p> <ul style="list-style-type: none"> <li>• leaky tins and tippy taps an</li> <li>• Home -made soap gel.</li> <li>• Brooms, brushes and cleaning items</li> </ul> <p>8. Simple Basic first aid skills.</p>	<p>seeds or sand and glue on boxes or package materials.</p> <ul style="list-style-type: none"> <li>• Collecting and using counters (sticks, bottle tops etc.) observing safety and environmental sustainability.</li> <li>• Sing songs on number concepts</li> <li>• Draw the homestead and measure the distances between any two structures in the home.</li> </ul> <p>4. Numeracy and literacy skills: Shopping</p> <ul style="list-style-type: none"> <li>• Write a shopping list</li> <li>• Tell/share how to behave in a shopping area</li> <li>• Visit a shop/supermarket/market/kiosk and observe appropriate behavior.</li> <li>• Pick items and calculate the cost and.</li> <li>• Write short sentences on the experience.</li> </ul> <p>5. Making small items marked and labeling with their names using locally available materials:</p> <ul style="list-style-type: none"> <li>• Face Mask</li> <li>• Scarfs</li> <li>• Mats</li> <li>• Bag</li> <li>• Handkerchief</li> </ul> <p>6. Handy skills:</p> <ul style="list-style-type: none"> <li>• Mending seams, tears on clothes.</li> </ul>	<p>3. Identifying conditions that may encourage spread of bacteria and viruses especially COVID 19 e.g. how fruits and foods sold are handled by food vendors, fruit sellers, shop and supermarket attendants, church and other pubic paces too and sensitize the community on dangers observed as we as their peers and parents at home.</p> <p>4. Clearing, watering and weeding; flowers beds, kitchen gardens and potted plants at home and in the community.</p> <p>5. Cleaning of items at home and school.</p> <p>6. Virtual tours using devices that are available e.g. Touring a coffee or tea factory, national park, lake, major river etc.</p> <p>8. Routine environmental cleanliness and disinfection;</p> <ul style="list-style-type: none"> <li>• Cleaning of high- touch surfaces like, doors and window handles, light switches, kitchen and food preparation areas, bathrooms surfaces, toilet and taps.</li> <li>• Identifying dangers likely to occur in the area visited e.g.</li> </ul>



**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
		<ul style="list-style-type: none"> <li>• Content of a First Aid Kit</li> <li>• Hazards in the home and schools</li> <li>• Improvisation of first aid kit and items.</li> <li>• First Aid for cuts, burns, wounds, choking and so on</li> </ul>	<ol style="list-style-type: none"> <li>7. Reading, singing and discussing the words/values and message of the Kenya National Anthem. (Mondays and Fridays) Sing/listen to religious, topical songs/recite poems, write sentences or read articles addressing issues in the community.</li> <li>8. Research and learn from parents/guardians, community members traditional stories and the morals of the stories. Share with peers.</li> <li>9. Visit a place of worship and learn appropriate behaviors to be observed, activities carried out in places of worship, values, learn songs, chants etc. share experiences with peers.</li> <li>10. Visit an old age home/children’s home</li> <li>11. Dramatization on a Scriptural story. <ul style="list-style-type: none"> <li>• Peer teaching-concepts learnt</li> </ul> </li> <li>12. Story telling with moral teachings</li> <li>13. Peer teaching of concepts in different learning areas;</li> <li>14. Make different kinds of cards using locally available materials: <ul style="list-style-type: none"> <li>• Number cards, menu cards, budget cards, Home routine, cards for religious festivals, success cards and invitation cards.</li> </ul> </li> <li>15. Creating talking walls, etc. with messages about Covid-19 guidelines from MOH and other messages.</li> </ol>	<p style="text-align: center;">a market or farm and share their experience</p>

**THEMATIC AREAS**

CLUSTER	LIFE SKILLS AND VALUES	HEALTH & FITNESS	LEARNING AREAS ACTIVITIES	ENVIROMENT AND SANITATION
			16. Identifying edible plants from the community. <ul style="list-style-type: none"> <li>• Plant an edible plant on land or using containers (ornamental gardening)</li> <li>• Monitor growth in length, number</li> <li>• Take care of the plant.</li> </ul> 17. Basic cookery skills of locally available foods. <ul style="list-style-type: none"> <li>• boiling</li> <li>• frying</li> <li>• roasting</li> </ul>	
8-4-4	1. Discussion/ self-expressions on COVID-19 <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Impact</li> <li>• Debriefing</li> </ul> 2. Straight Talk on sexuality, boy /girl relationships, moral behaviors and relationship.           3. Psycho-social guidance and counseling, drug and substance abuse, alcohol, smoking, assault like incest. <ul style="list-style-type: none"> <li>• Disseminate the same information</li> </ul>	1. MOH Guidelines and protocols for containment of Covid-19 guidelines-wearing masks social distancing, hand washing using sanitizers. <ul style="list-style-type: none"> <li>• Poems, songs, counts on procedure of hand washing/sanitizing</li> <li>• Use of masks</li> <li>• Making simple hand washing devices. (Leaky tins and Tippy taps)</li> <li>• Making posters on MOH guidelines, hygiene, feeding, habits</li> <li>• Learning to live with Covid-19 pandemic- through poems, stories telling.</li> </ul>	1. Mathematics and language skills; <ul style="list-style-type: none"> <li>• Writing compositions in English/Kiswahili on Covid-19 and other health issues affecting the community.</li> <li>• Recite poems and sing songs on Covid-19 and other topical issues affecting the community.</li> <li>• Reading articles on Covid-10 and other issues affecting community and using information to compute data.</li> <li>• Debates/public speaking on practices and guidelines on the COVID-19 period and other topical issues.</li> <li>• Listen to radio/watch TV news or shows on discussions on different</li> </ul>	1. Keeping the Environment clean <ul style="list-style-type: none"> <li>• making cleaning and protective gear from locally available materials</li> <li>• cleaning the environment</li> <li>• sort and dispose of the wastes appropriately as they observe safety</li> <li>• sing/compose songs on the importance of a clean environment</li> </ul> 2. Farm work practices; <ul style="list-style-type: none"> <li>• Weeding, digging, planting, mulching, and watering plants at home and in the community.</li> <li>• Composing poems, songs/use familiar tunes</li> </ul>

**THEMATIC AREAS**

CLUSTER	LIFE SKILLS AND VALUES	HEALTH & FITNESS	LEARNING AREAS ACTIVITIES	ENVIROMENT AND SANITATION
	<p>to Peers, parents and community members through poems, songs and drama.</p> <p>4. Life skills games team work games, Jigsaw puzzles, word building to enforce values and PCIs.</p> <p>5. Personality and self-awareness activities, emotionally awareness and regulation, life skills, social skills, and adventure activities.</p>	<p>2. Debates on Healthy meals VERSUS Convenience foods and snacks</p> <p>3. Motivational talks by Alumni or older boys and girls/medics or watching videos/TV/radio shows on current dispensation of pandemic and other life issues.</p> <p>4. Compose poems, skits, dramatize a concept from the current health dispensation.</p> <p>5. Simple basic first aid skills.</p> <ul style="list-style-type: none"> <li>• Demonstrations and dramatization, observe areas visited for possible hazards or dangers and share with their peers, parents, teachers and community for mitigation factors.</li> <li>• Improvisation of first aid kit and items.</li> <li>• Traditional first aid remedies.</li> </ul> <p>6. Physical fitness exercises-</p> <ul style="list-style-type: none"> <li>• Hiking and camping activities (outdoor activities).</li> <li>• Sporting activities e.g. Football, netball, basketball, volleyball, badminton, for physical health.</li> <li>• Improvisation of game and play materials such as balls using locally available</li> </ul>	<p>topics. Write summary of the discussion. Share with peers.</p> <p>2. Learning English/Kiswahili vocabulary from the surrounding such as; chicken pen, pigsty, cow shed and swarm of bees. <i>Occupations etc.</i></p> <p>3. Take nature walks in the community:</p> <ul style="list-style-type: none"> <li>• Identify natural resources, type and number available, economic use.</li> <li>• Career/job opportunities</li> <li>• Identify and name Plants, weeds, and animals.</li> <li>• Visit local administrative offices and write a composition on the activities in cooperating vocabulary learnt in these places e.g occurrence book, chief, OCPD, cell etc</li> <li>• Identify dangers/hazards in the community make posters to warn people about them.</li> </ul> <p>4. Making learning resources using locally available materials and using them such as; windsock, rain gauge, musical instruments, beam balance, picture book, flash cards etc.</p> <p>5. Peer teaching; Facilitate learning subject concepts to learners in lower classes. E.g. reading. Writing, counting story telling etc.</p> <p>6. Perform the Kenya National Anthem on Mondays and Fridays observing</p>	<p>and music on farm practices.</p> <ul style="list-style-type: none"> <li>• Write compositions on farm practices</li> <li>• Use digital devices to research on farm practices.</li> <li>• Visit farms in the community; <ul style="list-style-type: none"> <li>- Identify the farm practices</li> <li>- Write on the activities taking place in the farm</li> </ul> </li> </ul> <p>3. Animals/pet welfare:</p> <ul style="list-style-type: none"> <li>• Cleaning dwelling place and feeding equipment for animals like chicken pen, dog house, or others.</li> <li>• Cleaning the animal/pet and ensuring vaccination on advice from parents.</li> <li>• Educating and disseminating the same information to Peers, and the community on animal welfare for maximum benefits for the community.</li> </ul> <p>4. Poems, composition, stories and songs on Environmental conservation, protection and animal protection.</p>

**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
		<p>materials observing safety and sustainable use of the environment</p> <ul style="list-style-type: none"> <li>• Physical exercises for fitness such as stretching, dancing, jogging, aerobics, workouts, rope skipping etc.</li> </ul>	<p>performance etiquette. Discuss the message/values in the anthem.</p> <ol style="list-style-type: none"> <li>7. Recite poems/write compositions and sing songs/ on issues affecting the local community.</li> <li>8. Perform Kenyan folk songs from the locality and discuss the messages/values, PCI's of the folk songs.</li> <li>9. Learn folk dances from members of the local community/parents/peers and perform.</li> <li>10. Create a musical band using musical instruments made from locally available materials.</li> <li>11. Visit to an old age home to entertain elderly people               <ul style="list-style-type: none"> <li>• Recite poems</li> <li>• Sing songs</li> <li>• Dancing</li> <li>• Dramatize a scriptural story</li> </ul> </li> <li>12. Learn stories from parents/guardians/grandparents and story tell the same to peers to boost creativity, public speaking skills, confidence and self-expression.</li> <li>13. Making items marked with their names, for use using locally available materials:               <ul style="list-style-type: none"> <li>• Face Mask</li> <li>• Scarfs</li> <li>• Mats</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>5. Identifying conditions that may encourage spread of bacteria and viruses especially covid-19 e.g. how fruits and foods sold are handled by food vendors, fruit sellers, shop and supermarket attendants, church and other pubic paces too and sensitize the community on dangers observed as we as their peers and parents at home.</li> <li>6. Clearing, watering and weeding; flowers beds, kitchen gardens and potted plants at home and in the community.</li> <li>7. Virtual tours using devices that are available e.g. touring a coffee or tea factory, national park, lake, major river etc.</li> <li>8. Routine environmental cleanliness and disinfection;               <ul style="list-style-type: none"> <li>• Cleaning of high-touch surfaces like, doors and window handles, light switches, kitchen and food preparation areas, bathrooms surfaces, toilet and taps.</li> <li>• Cleanliness competitions amongst</li> </ul> </li> </ol>

**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
			<ul style="list-style-type: none"> <li>• Bag</li> <li>• Handkerchief</li> <li>• Lap bags etc.</li> </ul> <p>13. Handy skills:</p> <ul style="list-style-type: none"> <li>• Mending seams, tears on clothes.</li> </ul> <p>15 Values:</p> <ul style="list-style-type: none"> <li>• Perform Kenyan folk songs from the locality and discuss the messages of the folk songs.</li> <li>• Sing religious/ topical songs and discuss the values, message and teaching from the songs.</li> <li>• Read/tell stories (in English/Kiswahili mother tongue) on values and morals. Discuss or summarize the stories.</li> </ul> <p>17. Project for income generation:</p> <ul style="list-style-type: none"> <li>• Establish kitchen garden for food production and income generation</li> <li>• Keep poultry/rabbits etc for food and income generation</li> <li>• Washing, cleaning and disposal of Personal Items.</li> </ul> <p>(Inner wears, Petticoats, Vests, Socks, Handkerchief, Toothbrush, Shoes, Comb, Bath Towels, and Beddings)</p> <p>18. Improvising personal hygiene items from locally available materials and brainstorm on ways to disinfect them before and after use from bacteria and viruses like covid-19 and HIV AIDS,</p>	<p style="text-align: right;">the learners of specific allocated and marked areas.</p> <p>9. Identifying dangers likely to occur in the area visited e.g. a market or farm and share their experience.</p>

**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
			<p>as well as proper disposal e.g. face masks.</p> <p>19. Cleanliness at home;</p> <ul style="list-style-type: none"> <li>• Poems, stories, songs, role play, demonstrations on:               <ul style="list-style-type: none"> <li>- bed making</li> <li>- tidying up</li> <li>- moping</li> <li>- sweeping</li> <li>- scrubbing</li> <li>- dusting etc.</li> </ul> </li> <li>• Use locally available materials to make:               <ul style="list-style-type: none"> <li>- Cleaning materials such as;</li> <li>- Simple hand washing devices- leaky tins and tippy taps and Home -made soap gel.</li> <li>- Brooms, brushes and cleaning items.</li> <li>- Posters/flyers with messages</li> <li>- Play materials such as balls, swings, ropes.</li> </ul> </li> </ul> <p>20. Cookery</p> <ul style="list-style-type: none"> <li>• Hands-on sessions with new recipes of locally available foods.</li> <li>• Culinary Skills in cooking traditional foods in locality.</li> </ul> <p>21. Food sustainability</p> <ul style="list-style-type: none"> <li>• Use any method of preserving, locally available foods.</li> <li>• Rearing animals that provide food such as rabbits, chicken,</li> </ul>	

**THEMATIC AREAS**

<b>CLUSTER</b>	<b>LIFE SKILLS AND VALUES</b>	<b>HEALTH &amp; FITNESS</b>	<b>LEARNING AREAS ACTIVITIES</b>	<b>ENVIROMENT AND SANITATION</b>
			<p align="center">cows and even how to feed them and care for them.</p> <ul style="list-style-type: none"> <li>• Establishing kitchen gardens on land, in containers, bags etc.</li> <li>- Planning</li> <li>- Budgeting</li> <li>- Care and maintenance</li> </ul> <p>22. Keeping a record</p>	

# COMMUNITY BASED LEARNING GUIDELINES FOR SECONDARY SCHOOL

The secondary education guidelines targets teachers who will be facilitating learners in secondary schools. The learners are divided into two cohorts, (i) Form 1 and 2 and (ii) Form 3 and 4. The two cohorts will have the same thematic areas but different approaches for learning is expected. All the approaches are activity based to ensure learners are engaged and enjoy the learning process. In each activity, the teacher is expected to create an opportunity to address the core competencies such as communication and collaboration, critical thinking and problem solving, creativity and imagination, citizenship, digital literacy, learning to learn and self-efficacy. Values such as love, responsibility, respect, integrity, social justice, peace, unity and patriotism is expected to be mainstreamed in every lesson or activity. The activities identified should be based on the age of the learner, their context and learning outcomes expected.

Eight thematic areas have been identified for the teacher to cover. These are:

1. Citizenship
2. Environment
3. Creative Arts
4. Language
5. Games and fitness
6. Life skills
7. Home science
8. Mathematics and Financial literacy

The following provides suggestions and information on how each thematic area can be implemented. They are suggestions and the teacher is encouraged to come up with their own activities relevant to their context as long as they address the thematic areas provided. The teacher should read widely and consult one another before implementing the lessons/activities. Previous preparation should be done to ensure the LESSONS FLOWS WELL AND THE LEARNING OUTCOMES ACHIEVED.

## 1. Citizenship

Citizenship as a broad area will focus on:

- values formation
- social responsibility
- social entrepreneurship
- religious and
- Socio-cultural activities.



The goal of Citizenship as a thematic area is to:

- a) Nurture values and build competencies in learners to develop them to be good individuals and responsible citizens;
- b) Inspire learners be citizens of good character so that everyone has the moral resolve to withstand an uncertain future;
- c) Create a strong sense of responsibility to contribute to the success and the well-being of humanity;
- d) Upholding, nurturing and enabling the growth of shared values in learners.
- e) Promotion of value systems that emphasize dignified and harmonious living and solidarity among learners of different religions, family backgrounds and cultures.
- f) Foster a spirituality that will naturally lead to respect for other religions and pursuance of mutual understanding and interactions
- g) Cultivate a culture of peace that equips learners to be agents of change and peace builders.

The learning process should allow for discovery that encourages positive attitudes and behaviour that is conducive to living together. It is envisaged that its systematic implementation will support the development of knowledge, skills, values and attitudes in learners for promoting social cohesion and embracing diversity. Kenya citizenry is heterogeneous with diversity along ethnic, social, economic, political, religious, racial and cultural identities. This thematic area will contribute to appreciation of diversity, building on commonalities, and non-violent management of conflicts and promote working together for the well-being of the communities. The approach used will be to take learners on a learning journey that provides opportunities for:

- a. Motivation
- b. Exploration
- c. Discovery and Dialogue
- d. Reflection
- e. Action/practical activities in the community / project to actualise what they have learnt
- f. Assessment

### **Suggested Activities**

Civic dialogue on challenges in the community and suggest possible solutions. These can be environmental conservation to solve environmental degradation such as tree planting, collecting non organic waste and burning them or turning them into something useful.

1. **Disease eradication activities in the community** which may include, making liquid soap to help boost hygiene in the community, bleach to help in cleaning toilets and public places to kill germs, improvised water containers to create hand washing water points in the community or holding talks on sensitizing the community about diseases and prevention

2. **Activities that help in acquisition of values** may include cleaning public facilities such as; play grounds, church compounds, hospitals and peer teachings on drug and substance abuse, relationships, early pregnancies, social media and its consequences and how to manage.
3. **Other social entrepreneurship activities** which may include making mats, ornaments, decoration items e. g flower vases, flowers, bangles and masks using locally available resources.

### **Example of a Lesson**

**Lesson:** Appreciating diversity

### **Learning Outcomes**

By the end of the lesson learner will be able to:

- Explore differences and similarities between different environments, faiths, cultures and beliefs in Kenya
- Appreciate diversity amongst people in the world.

**Activity:** learners discuss differences, similarities, valuing others who are different being appreciative of diversity

**Materials Required:** Stickers, Flash cards, Manila paper.

**Process:** learners:

- Draw a map of Kenya
- Note down the names of different communities that live in Kenya on stickers, post-it or flash cards.
- Pick the stickers / flash cards and place them on the map based on where they live.
- **Dialogue and Discovery**
  - in small groups and identify at least five differences and five similarities among the different faiths, ethnicities, localities and races
  - discuss the meaning of “diversity”
  - share their thought guided by the following Key Inquiry Question (KIQ):  
Why is diversity important?  
What makes diversity challenging?
- **Reflection** – learners reflect on:
  - their appreciation for diversity in their life
  - personal experience they have had related to experiencing or appreciating diversity.

## 2. ENVIRONMENT

Environmental activities are an integrated learning area that is comprised of Science, Social and Agricultural activities. Science engages learners in understanding the relationships between the living and non-living world. By engaging in various environmental activities, the learner is expected to acquire competencies that will enable him/her to explore their immediate environment for enjoyment, learning, problem solving, and make explanations and predictions about nature. Agriculture on the other hand, provides learners with the opportunity to integrate with the community in which they await to transit to serve. The community service learning activities derived from Agriculture will target to enable learners to engage learners in environmental conservation activities.

### Suggested broad Areas

#	Broad Area	Suggested focus areas
1	Distance Learning and Home-schooling Principles	<ul style="list-style-type: none"> <li>• Selection and use of educational radio, television and online programmes</li> </ul>
2	Personal Hygiene	<ul style="list-style-type: none"> <li>• Cleanliness, dressing and grooming</li> <li>• Soaps, detergents, spirits</li> </ul>
3	Environmental Hygiene and conservation	<ul style="list-style-type: none"> <li>• Home cleanliness: compound, rooms and toilets/pit latrines; pets health and hygiene</li> <li>• Waste disposal by category: biodegradable and non-biodegradable: plastics and glasses</li> <li>• Electronic waste disposal</li> <li>• Making compost manure from biodegradable waste generated at home</li> </ul>
4	Careers in Science	<ul style="list-style-type: none"> <li>• Career talks by practicing or retired professionals</li> <li>• Career opportunities associated with science</li> <li>• Units of measurement</li> </ul>
5	Communicable and Non-Communicable diseases	<ul style="list-style-type: none"> <li>• Pulmonary</li> <li>• STIs</li> <li>• Dietary diseases and conditions</li> <li>• Mental illnesses</li> <li>• Drug and substance use</li> </ul>
6	Maintaining Body Systems in Good Health	<ul style="list-style-type: none"> <li>• Lungs</li> <li>• Blood circulatory system and heart</li> <li>• Alimentary canal</li> <li>• Skin</li> <li>• Sense organs</li> <li>• Reproductive system</li> <li>• Brain and nervous system: stress, anxiety and mental health in challenging conditions</li> </ul>

7	Physical Exercise and Related Safety precautions	<ul style="list-style-type: none"> <li>• Physical exercise and safety precautions</li> <li>• Walking, jogging, running,</li> <li>• Improvisation of health facilities and equipment: Weights, skipping ropes, nets, balls, springs</li> </ul>
8	Home Remedies and Simple First Aid	<ul style="list-style-type: none"> <li>• For colds and flus</li> <li>• For Diarrhoea</li> <li>• Nose bleeds and cuts</li> <li>• Breathing difficulties</li> <li>• Near drowning</li> <li>• Sprains and dislocations</li> </ul>
9	Environmental Conservation	<ul style="list-style-type: none"> <li>• Local Trees, herbs, shrubs and grasses and their uses now and in the past: Construction, medicine, firewood, other cultural uses and practices.</li> <li>• Tree planting and care</li> <li>• Tree nurseries: Developing Simple tree nurseries</li> <li>• Water Harvesting, storage and use</li> <li>• Green Energy: Solar, Biogas and energy saving facilities</li> <li>• Local Water bodies, wetlands and conservation: Rivers, lakes, ponds, marshlands</li> <li>• Creating Home and school woodlots/forests for use</li> <li>• Agroforestry</li> <li>• Community Wildlife and conservation: Birds, animals and plants</li> </ul>
10	Business Resources and Activities	<ul style="list-style-type: none"> <li>• Community resource mapping</li> <li>• Business ideas</li> <li>• Starting and sustaining a business</li> </ul>
11	Agribusiness	<ul style="list-style-type: none"> <li>• Poultry Keeping</li> <li>• Dairy Farming</li> <li>• Bee Keeping</li> <li>• Crops</li> <li>• Vegetables</li> <li>• Fruits</li> <li>• Vegetative propagation: Bananas, sugarcane, potatoes</li> <li>• Kitchen and veranda gardens</li> </ul>
12	Creative Writing	<ul style="list-style-type: none"> <li>• Writing in Science</li> <li>• Science Fiction</li> </ul>
13	Science as Applied in the community	<ul style="list-style-type: none"> <li>• Filtration, Winnowing, designing simple and machines like pulleys and levers</li> </ul>

14	Field trips and excursions	<ul style="list-style-type: none"> <li>• Sites; Industry, forestry, agricultural farms, wildlife conservancies, fish farms among others</li> <li>• Soil and air pollution from human activities such as industry, Agriculture, deforestation etc.</li> <li>• Preparing for field trips and excursions</li> <li>• Report writing</li> </ul>
----	----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## Example

### Lesson: Making Construction Blocks from Plastic Bottle Waste

A Solution to Plastic Waste Menace in Kenya (derived from Form 3)

#### Introduction

Environmental problems in Kenya today that need to be addressed urgently and adequately include: air and water pollution; soil erosion; garbage disposal; deforestation; endangered wildlife species; famine and Floods (Millennium Ecosystem Assessment, 2005). Although it is the government's responsibility to provide a clean environment to her citizens, this can only be achieved by ensuring every individual is brought on board to address sources of environmental pollution. A positive look at how best such pollutants can be disposed is essential. It also comes in handy since some of them may take a long time in the environment. Plastic bottles seem to cause serious problems to our environment; for instance, they are found to block sewerage systems, create breeding grounds for mosquitoes when they hold water. Creating an avenue which can consume a huge amount of this pollutants may be a good relief to the whole nation as regards controlling our environment.

The example below proposes an easy way of utilizing plastic bottles wastes to make construction blocks.

#### Methods

##### *Requirements*

1. Plastic bottles
2. Barrel (Cut metallic drum)
3. Source of heat
4. Cutting instrument
5. Sand
6. Moulder
7. Stirring rod
8. Flat surface (wooden or metal)
9. Used engine oil
10. Trowel
11. Spade

### **Procedure**

1. Clean the plastic bottles of any impurities
2. Cut them into small pieces
3. Put the barrel on the source of heat
4. Continue heating until it is hot enough
5. Begin putting pieces of plastic in small bits and stirring to ensure they fully melt
6. Add sand at a ratio of 3:1 (sand: plastic by volume).
7. Stir until it is mixed thoroughly using a spade
8. Use a trowel to transfer the mixture into oiled mould and spread evenly
9. Allow the mixture to stay for a few minutes and then remove the mould
10. Allow the block to cool and transfer to store

### **Proposed Agricultural Based Environmental Activities**

The following are proposed activities derived from the Agriculture curriculum for community service learning. The activities are organized in the respective forms.

#### **Form one activities**

<b>Suggested Activities</b>	<b>Description of Activities</b>	<b>Essence of the Activities</b>
<b>Water harvesting, storage and conservative utilization</b>	<ol style="list-style-type: none"> <li>1. Construct water storage facilities using locally available resources</li> <li>2. Harvest rain water and store it during the rainfall season</li> <li>3. Initiate conservative utilization of water in routine household usage.               <ol style="list-style-type: none"> <li>a. Innovative irrigation</li> <li>b. Innovative washing and cleaning</li> <li>c. Innovative watering of animals</li> </ol> </li> </ol>	<p>Water is an essential commodity in every household. Kenya enjoys two rainfall seasons every year. However, there is little initiative both nationally and at household levels towards rain water harvesting and storage.</p> <p>If the initiative could be made at the household levels to leap towards achieving hygiene, sanitation and enhanced agricultural productivity.</p>
<b>Water drainage and runoff utilization</b>	<ol style="list-style-type: none"> <li>1. Identify key drainage issue resulting emanating from seasonal rainfalls</li> <li>2. Construct sustainable agricultural drainage systems to alleviate water loose emanating from runoff:               <ol style="list-style-type: none"> <li>a. Construct cut-off drain</li> <li>b. Porous drains</li> <li>c. Any other drainage innovation</li> <li>d. Construct storage facility for the drainages</li> </ol> </li> </ol>	<p>Communities in Kenya experiences perennial losses emanating from drainage of natural waters. The problem is well known in the respective communities but lacks household mobilization to turn the challenge to opportunity.</p> <p>If the learners could integrate with the communities at household levels, the household initiatives could cumulatively turn the challenge to an opportunity,</p>

	e. Design agricultural systems towards making use of the run-off water.	conserving the household resources and utilizing the water for productive agricultural activities.
--	-------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------

### Form two activities

Activities	Description of Activities	Essence of the Activities
<b>Soil improvement</b>	<ol style="list-style-type: none"> <li>1. Sustainable soil improvement strategies               <ol style="list-style-type: none"> <li>a. Composting for soil improvement</li> <li>b. Innovative use of organic materials to enhance soil fertility</li> </ol> </li> <li>2. Organic farming activities for soil improvement and sustenance.</li> </ol>	<p>Soil is a key resource to agricultural productivity. However, overreliance of commercial chemical fertilizers has led to gradual decline of productivity and toxicity in the soils at household levels. The households are hardly exposed to soil remedy measures.</p> <p>If the initiative could be made at the household levels to improve the soil organically, the achievements could lead to sustainable arable agriculture and food security.</p>
<b>Livestock nutrition</b>	<ol style="list-style-type: none"> <li>1. Identify the main challenges in nutritional provisions to community livestock</li> <li>2. Design alternative nutritional provisions at household levels</li> <li>3. Initiate livestock nutritional projects:               <ol style="list-style-type: none"> <li>a. Establishing forage and fodder</li> <li>b. Establishing livestock feed preservation methods at household levels</li> </ol> </li> </ol>	<p>Communities in Kenya experience perennial losses of livestock due to droughts and seasonal fluctuations in livestock feeds. However, many households have maintained traditional methods of rearing livestock.</p> <p>If the learners could integrate with the communities at household levels, the household initiatives towards agricultural activities for livestock nutrition could avert the trend.</p>

### Form three activities

Activities	Description of Activities	Essence of the Activities
<b>Farm structures</b>	<ol style="list-style-type: none"> <li>1. Construction of farm structures for different animals and purposes</li> <li>2. Construction of farm structures for cropping purposes</li> <li>3. Construction of various soil conservation structures</li> </ol>	<p>Farming communities have adopted to solving their routine production challenges using custom inherited skills and experiences. On the other hand, learners at secondary level theoretically learn and acquire knowledge on appropriate farm structures for animals, crop and soil conservation purposes.</p> <p>However, the theoretical knowledge lacks the grounds to practice and internalize it. The CSL could provide an opportunity to actualize the theoretical knowledge to practice and upgrade the custom practices to achieve a recognizable level of modern living.</p>
<b>Farm layout and improvement</b>	<ol style="list-style-type: none"> <li>1. Designing and developing farm layouts               <ol style="list-style-type: none"> <li>a. Setting of various farm structures</li> <li>b. Landscaping activities (home compound landscaping; garden landscaping)</li> </ol> </li> <li>2. Innovative gardening               <ol style="list-style-type: none"> <li>a. Designing and developing various types of innovative gardens.</li> </ol> </li> </ol>	<p>Aesthetics and farm layout plans are essential for every household. While embracing society modernization in Kenya, Agriculture faces a major threat due to declining parcels of lands. Nutritional needs, however, remain constant.</p> <p>If every parcel of land, despite the size, could be put to a significant level of household farming with appropriate strategies in planning and layout are adopted, the challenge could be lessened.</p>

### Form four activities

Activities	Description of Activities	Essence of the Activities
<b>On-farm value addition and processing</b>	<ol style="list-style-type: none"> <li>1. Value addition of various crop produce</li> <li>2. Value addition of various animal produce</li> <li>3. On-farm produce preservation techniques</li> <li>4. On-farm processing of produce</li> </ol>	<p>Farming communities encountered challenges in produce losses both from crop and animal produce. The losses are often occasioned by seasonal production of agricultural output, leading to high supply and consequent low market demand.</p>



		<p>If some level of product processing, preservation and value addition could be adopted on perishable goods, the challenge could be lessened.</p> <p>Consequently, the CSL will provide an opportunity for learners to practice theoretical knowledge learnt in class as well as open up for innovative practices.</p>
<p><b>Farm Economics- Farm records</b></p>	<p>1. Designing and developing functional farm records</p> <ol style="list-style-type: none"> <li>a. Animal production records</li> <li>b. Crop production records</li> <li>c. Consumption and sales records</li> </ol> <p>This activity will require learners to select and work closely with selected household. They will design the record templates, discuss the applicability of the template with the farmer, and finally develop and print the blank record.</p> <p>The learners will then work on the specific identified farming activities from inception to consumption and sales (crop production activities or animal production activities, and consecutively consumption and sales activities).</p> <p>The learners will progressively fill in and account for the selected farming enterprise.</p>	<p>Farm economics has remained a theoretical concept in the secondary level curriculum among other areas. The concepts are hardly practiced at farming household levels, (except where recording is compulsory such as selling of produce to cooperatives). Thus, households have no concrete ways of evaluating suitability of their farming enterprises.</p> <p>CSL could contribute towards giving an opportunity to the farmer to learn to make and keep farm records while the learner also gets an opportunity to put theoretical knowledge in to practical use.</p>

**NOTE:** *The last activity in form four (Farm Economics-Farm Records), under the activity description, provides an example of how the activity will be carried out.*

### 3. CREATIVE ARTS

Creative activities that the learners can engage in include art, crafts, music and dance, drama, photography and videography. These activities require minimal resources, most of which are easily sourced or improvised from their immediate environment of the school.

#### Proposed activities

Activities in art may include:

- Designing multi-media cards using or reusing beads, buttons, and fabric among other things. It will enable appreciating the value of reuse of materials for creative expression.
- Draw and paint pictures, these can be based on PCI themes thereby giving them a platform to sensitize the community on critical issues affecting them.
- Craft activities such as weaving, tie and dye, making paper flowers and upcycling used bottles. Learners can make use of locally available resources like sisal, banana fibre, palm leaves, fabric or paper bag material to weave functional items like floor mats. They can practice recycling by tie and dyeing old clothes or t-shirts and decorating used bottles with used woollen threads.
- Music and dance activities include performances on topical songs both secular and religious. Learners can select the songs and practice the dance movements as long as social distancing is maintained. This gives them leadership skills and self-confidence as they express themselves in the dance movements.
- Drama activities include scripting plays based on topical issues and performing them. Learners can take lead in selecting the theme, in scripting, in selection of play characters and choreographing. This will build in them a sense of leadership. They will also learn stage management skills.
- Videography and photography - Learners are techno savvy and can engage in telling stories on topical issues through photography and videography. They can select any themes and discuss the pictorials that they capture by digital camera. Ultimately, the images captured should be telling a story. Learners can use smartphones to take videos on selected PCI themes and discuss the pictorials that they capture. This would enhance creativity and communication skills.

#### Example

##### Lesson: Making multimedia cards

This activity will require learners to be imaginative and creative. The internet has resources sites that can provide creative ideas such as *Pinterest*.

#### Process

1. Decide on the card you would like to make - seasonal card (e.g. Christmas, Diwali, Idd fitr etc), success card, get well soon, thank you card among others.
2. Decide on the materials to use. They can:
  - cut out letters from various sources like old calendars to make words.

- cut out flowers and leaves from old fabric to recreate them on the card.
  - can use old buttons, beads to add life to the cut fabric flowers.
  - using stiff paper like manilla or packaging paper and gluing the letters and other materials on it.
3. Decide on the words to use and design.
  4. Create the card.

learners can creatively make exciting multimedia cards. This does not require one to be good in lettering since one is simply using cut out letters. This activity will enable learners to see the endless possibilities of reusing materials in their environment for creative purposes.

#### **4. LANGUAGES**

Language is the means through which we communicate to those around us. Through language, we are able to express our feelings, desires, and queries. We use words, gestures and tone to communicate through written and spoken language. Language enables us to harness our innate ability and to form lasting bonds with one another. This area should therefore be made to come alive as learners interact during the community-based learning sessions. Some of the activities that learners can engage in are provided below. However, feel free to think of other activities that learners can undertake during this period.

##### **1. Language games**

These are fun-filled activities that should enable learners' bond as they learn about language items and their usage. Source for level appropriate games from printed materials as well as the Internet.

##### **Examples:**

- Chain story  
It helps learners to link sentences in one text. Learners are given one sentence then each one of them is expected to provide a sentence related to the previous one to propel the story further. For example, if I had a shamba, I would grow bananas. If I grew bananas, I would sell them and so forth. This enables learners to learn about conditionals. By so doing, they develop the competencies of communication and collaboration, self-efficacy and problem solving (use level appropriate language structures).
- Hot seat:  
Learners can use this to practise their speaking skills and to build on their vocabulary. This develops life skills such as effective communication and core competencies such as self-efficacy.

##### **2. Debates**

Debates are effective ways to foster cooperation, critical thinking, and enthusiasm for learning among learners. As learners investigate their debate topics and then listen to the debates of others, they add knowledge to the foundation of classroom lessons.

At the end of the debate have a session in which members share their experiences. This will enhance competencies such as communication and collaboration, learning to learn as they conduct research and

problem solving and critical thinking. The values that will be nurtured include responsibility, unity and respect.

**Example:** Debating on topical issues for example “The Covid-19 pandemic has brought more harm than good.”

### **3. Public speaking**

Sharing through impromptu speeches on topics such as how Covid-19 has affected their lives. Such a discussion would instil values such as togetherness during the hard times and to ensure we are each other’s keeper. You could also guide learners to use their public speaking skills to sensitise their families, peers and the community on topical issues such as health and hygiene and integrity. This is an aspect of community service learning.

### **4. Poetry (Poems for different occasions)**

Some of the activities that learners can engage in include:

- Writing level appropriate poems
- Presenting the poems
- Reciting poems
- Discussing lessons and messages learnt from the poems (including values)

### **5. Oral Literature (Oral narratives, songs, proverbs, riddles, tongue twisters)**

- Storytelling: Learners can tell stories based on their day-to-day interactions, research or even materials they have read. Discuss values that they can pick from such stories.
- Learners could also make a collection of the various forms of oral literature, by talking to key resource person(s), have sessions to share them and discuss the lessons learnt.
- Discussing the similarities and differences of the various genres

### **6. Reading (Class readers and set texts)**

#### **Form 1 and 2**

- Reader's theatre in which Learners develop reading fluency by orally reading through parts in scripts, acting out parts of the text and sharing ideas.

#### **Forms 3 and 4**

- Discussions based on facts from the set text
- Application Tasks based on the text - For example what lessons can we learn from the community as brought out in (set text). What can we do to educate our family members or neighbours against the vices displayed in the text? Learners could go home and practise these suggestions and bring a report during the next session
- Making comparisons: Comparing challenges of olden day societies as brought out in set books with those faced currently in Kenya. How did people deal with those challenges and how do Kenyans

deal with the challenges? Discuss lessons learnt as well as practical examples of how to handle such challenges.

- **Comprehension:** Select varied comprehension passages addressing different themes or issues from which lessons can be drawn and application tasks given depending on the content

**(NB:** These suggestions may cut across the classes)

## **7. Writing**

- ***Creative writing:*** stories, dialogues, poems among others on different topics and Pertinent and Contemporary Issues such as pollution, environmental conservation, nurturing of talents among others. Provide guidance and allow them to share their works of art with peers.

***Other forms of writing*** such as friendly letters, formal letters, speech writing, recipes. These could be based on topical issues, practised and even tried out where possible. For example, write a letter of apology to a person one recently offended, practice a recipe at home or practise delivering a speech.

## **5. GAMES AND FITNESS**

Game and fitness activities will enable the learners to exercise their bodies as a means to promoting overall body health. Learners also enjoy playing games which also provide an opportunity for building competencies such as creativity, critical thinking, problem solving, communication, collaboration and self-efficacy.

### **Proposed activities**

Games offer a viable way of releasing pent up energy among the youth. Learners can come up with indoor or outdoor games of their choice. They will most probably choose conventional games like volley ball, netball and soccer because they enjoy them, they require very few resources and are widely known amongst themselves. However, these games may not allow for social distancing and therefore not recommended during this Covid-19 period. Indoor games such as board games should also be discouraged as they will not allow for social distancing.

Games that require running, dancing such as athletics or aerobics, can be carried out. The teacher should ensure social distancing is carried out at all times. The games can be modified for learners with special needs as they must be included in all activities.

Learners can also engage in outdoor aerobic exercises which can be made more interesting if accompanied by music. Overall, the games and fitness exercises should be fun for the learner.

### Example: Running

1. Select three teams. Ask the learners to think of a name for their team based on an animal common in their community. Let them discuss the reason for their choice and present it to the class.
2. Learners sit 2 metres apart in a circle. The teams select one person from their team and after the whistle is blown they run round the circle and sit in front of a person from their team who immediately stands up and runs round the circle.
3. The winning team will be the one that finishes first and stands 1.5m behind the first team mate.

Learners can form teams either based on single gender or mixed gender to make the game interesting. They can set their own ground rules to help in maintaining a friendly atmosphere and social distancing. Emphasis should not be in winning but on teamwork. This will help learners to develop a sense of fairness.

Learners can also be encouraged to make their game items using locally available materials. The learners will learn to improvise game resources.

Learners should wash their hands after the games and encouraged not to touch their faces while play. Social distancing should be maintained at all times.

## 6. LIFE SKILLS

In an ever-changing life, learners find themselves faced with a myriad of challenges, even as they navigate the academic world. Life skills on the whole are geared towards providing learners with an effective psychosocial intervention strategy for promoting positive social and mental health. These play an important role in strengthening coping strategies and developing self-confidence and emotional intelligence, as well as providing learners with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take action in situations where their parents or teachers may not be around to help or intervene. Additionally, they enable learners recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others.

### Proposed Life Skills Activities for Form 1-4

The teacher is encouraged to impart life skills education on the following areas. Please choose activities that will be engaging the learners.

No	Activity Area	Skills and Competencies	Values
1.	Self-awareness, celebrating own unique identity in diversity: likes and dislikes; our abilities, strengths, and limitations.	Self-awareness, self-care	Love and Respect
2.	Stop Bullying and Violence	Empathy	Empathy, Respect
3.	Time Management	leadership, organisational skills	Discipline

4.	Making decisions	Assertiveness, Critical thinking, problem solving	Respect
5.	Collaboration + Leadership	Creativity and imagination, critical thinking and problem solving, empathy	Respect, Trust, Obedience, honesty
6.	Communication + Persuasiveness	Listening, Flexibility, Communication and collaboration	Respect, responsibility
7.	Self-esteem and the aspects that shape it such as peers, parents, media, teachers, relatives, self-concept etc	Self- awareness	Love, honesty
8.	Conflict resolution	Communication and collaboration	Peace
9.	Choosing subjects and careers, resource persons	Self-efficacy	Integrity, honesty, truthfulness
10.	Seeking help, guidance and counselling, stress management	Self-awareness, self – efficacy	Trust
11.	Study and organisational skills, resource persons	Leadership	Discipline
12.	Family life: Challenges in the family, guidance and counselling, use of resource persons	Communication and collaboration, Understanding, empathy	Love, respect, total commitment, loyalty
13.	Goal setting: Personal Goals and Barriers to Achievement of own Goals	Decision making skills, self-efficacy, imagination and creativity, learning to learn	Discipline, responsibility
14.	Daily Living Skills: Living during pandemics, disasters	problem solving and critical thinking, Learning to Learn	Accountability

### Example of Activity: Decision Making

Before you begin this activity, carry out a game that will introduce the learners into the session. Always choose an interesting and engaging activity. Often, these activities are also geared towards developing particular skills or competencies. The following are some of the activities you can use as warm activities before the session:

- a) **Blindfold Game:** learners work in pairs. One learner wears a blindfold (each child should come with their own blind fold) and the partner bears the responsibility of explaining very clearly, how she/he will navigate own way to a given spot, whose way is filled with barriers. The blindfolded

learners must therefore listen to the instructions very carefully. The learners can exchange roles once the blindfolded gets to the destination successfully, if time allows. This game teaches communication and listening skills as well as flexibility and trust

**b) Mirroring Game:** In this game, learners still work in pairs as was in the first exercise provided. One learner sits across the other. The first learner selects a topic randomly from given topics and describes it in detail as the partner listens attentively. The listener is not allowed to take any notes. Once done, the listener repeats what she/he understood from the peer. The learners then switch roles. Apart from impacting on active listening and communication, learners develop the values of respect and patience.

**c) Who can Survive Game:** In small groups or pairs, learners receive imaginary scenarios depicting danger or a difficult situation that affects the survival of a group of people. They discuss and make decisions on how best they can survive or get out of the threatening situation. Some of the examples of scenarios are:

- You were travelling to some destination. Your vehicle breaks down in the middle of nowhere in the thick of the night.
- Your boat capsizes and you find yourself stranded on an uninhabited island.

As much as possible, provide scenarios the learners can easily identify with. In each case, they must come up with a solution that takes care of the welfare of everyone and not just for selected members in the team

## **Decision Making**

### **Key Words**

Decision: Making a choice from multiple alternatives

Simple: not complicated, easy

Complex: complicated, several connected parts

Consequence: the outcome or effect of one's action

**Skills and Competencies:** Assertiveness, Self-control, Leadership, Critical Thinking and Problem Solving

**Values:** Respect, Responsibility, Accountability

### **Step 1**



Ask the learners if they have ever been faced with situations where they had to make decisions. Allow one or two to narrate the situations. Ask them if they considered the decisions easy or difficult to make and whether they were happy with the decisions they made.

## **Step 2**

Divide the learners into groups and give them an imaginary situation. In the group ask them to consider the following four steps of decision making and discuss this in light of their situation.

**Stop:** Look at the scenario at hand

**Think:** This involves Identifying the decision to be made, gathering information and examining resources, listing possible options, identifying and weighing the possible consequences of each option and choosing the best option

**Act:** Take action on the best option

**Review:** Evaluate the consequences of your action and whether you would want to do things differently

**Example of a Scenario:** Your boyfriend/girlfriend wants you to have sexual intercourse. You love this person and do not want to lose him/her, but you do not feel ready for sex. Your friend X tells you that sex is good and that nothing bad will happen. But your friend Z advises you to wait till you are married since there are chances you can become pregnant, get diseases and it's against religious values.

## **Step 3**

Allow the learners to present their work and learn from each other.

Explain to them that in our day to day lives, we are faced with decision making sometimes some decisions are easy while others are complex. Emphasize the need to practise the four steps of decision making. In doing so, we take control of our lives and the decisions we make. Inform them that every decision they make has consequences, positive or negative.

If time allows, allow the learners to role play the situation and decisions they make concerning situations.

## **7. HOME SCIENCE**

Home Science is an applied science that aims to promote the quality of life of the learner and their family. It covers clothing, foods, nutrition, care of the home, laundry and consumer awareness amongst others. During this period of Covid-19 pandemic, practices such as hygiene and nutrition are extremely important for the prevention, control and management of the virus.

## Activities

The teacher can consider the following broad areas in Home Science. However, these are suggested and the teachers can come up with other areas that are relevant to their context. The teacher is expected to design their activities based on the resources available and relevance to their context. The suggested general areas:

1. Personal hygiene – care of your body, hand washing, safe drinking water, laundering personal items, preventing diseases (communicable and life style), adolescence (changes, choices, management).
2. Clothes – choice, making, mending, care (laundering, folding, storage, choice of detergents)
3. Foods - choice of foods, nutritious meals, healthy eating habits, food nutrients
4. Care of the home and compound- care of the compound and home, ventilation, lighting, home decoration, compound beautification, sanitation, recycling, improvising cleaning materials, waste management
5. Consumer awareness- wise buying, choosing goods and services, interpretation of advertisements, care labels.

## Values

The teacher is expected to mainstream values in all the activities. The follow are some suggestions on the values expected to be inculcated in the learners after going through the planned activities.

1. Responsibility, that is responsible living, caring for family ad school resources, choosing to live in a healthy environment,
2. Respect for self and others in daily living as they choose the clothes they wear, social etiquette, good behaviour with respect for adults and leaders, promote local foods and choosing a healthy life style
3. Love for one another through sharing and caring and involving themselves in activities that promote their well-being as well as those of others around them.
4. Unity in purpose as they see each other as one. Also as equal partners for a common good of promoting the quality of life and well-being of each other.
5. Patriotism as they promote positive cultures, indigenous foods, national values and choose to maintain and promote Kenya's environment.

## Core Competencies

The teacher is also expected to plan activities that will enable achievement of the core competencies identified in the Basic Education Curriculum Framework. The following are examples on how this can be done in Home Science.

1. Communication and collaboration – learners work in teams and are given opportunities to discuss and arrive at common solutions which they can execute. They can also make presentations and invite resource persons who they interrogate.

2. Critical thinking and problem solving – part of the tasks the learners should be given is to seek out issues and problems in their community and at home. The learners come up with solutions for this problem and apply them where they can. The issues can be poor nutrition, infections, environmental degradation, poor sanitation, unclean water, poor and aged members of their community. Through reading, interviews with stakeholder and experts they can see how these issues can be solved.
3. Creativity and Innovation- Home science being a practical subject, learners will be expected to perform some tasks such as cleaning the home or compound, washing clothes, making water safe for drinking and making items. The teachers can give them an opportunity to improvise the materials using locally available materials.
4. Citizenship – as learners choose activities, foods, clothes and other materials, lets them appreciate what Kenya has and stands for in terms of integrity, cultural practices, healthy traditions, clean environment, care for each other among others.
5. Digital Literacy- where possible provide the learners with opportunities to use the digital devices, to create, explore, investigate, gather information and any other activity as they carry out their tasks.
6. Learning to Learn – learners should be given opportunities to find out information for themselves. The teacher will guide the process as the learner’s search for information through the digital devices, doing, interviews, reading or asking parents and guardians.
7. Self-efficacy – the learners should appreciate themselves as they are and see the importance of promoting their well-being.

### **Sample Activity**

#### **Personal Hygiene – Covid-19 expectations (1 Hour)**

**Introduction:** Learners discuss **hygiene**, what it means and how it applies in their context as adolescence and its importance.

**Key Inquiry Question (KIQ):** What are the hygienic practices we are expected to comply with during this Covid-19 period?

#### **Activity 1:** Hand washing

1. The teacher has different options to address this part;
  - a) Where flowing water, soap and handtowels are available it can be done practically
  - b) Where these items are not available simulations can be done
2. One learner demonstrates how they have been advised to wash their hands. The rest of the learner’s critics what may have been forgotten.
3. Another learner demonstrates washing hands as learners watch.
4. Finally, all learners wash their hands in the recommended way.
5. Learners discuss why it is important to wash their hands correctly.

**KIQ:** When is the appropriate time to wash your hands?

**Activity 2:** Wearing a Mask

Each child will be wearing a mask. Learners discuss why they are wearing mask and their feelings about the masks.

Allow learners to demonstrate how they put on and remove their masks. Discuss the right and wrong ways of doing this. Discuss the disposal and cleaning of masks.

**Activity 3:** Social distancing

Learners agree on the recommended distance they are expected to keep from one another. Using a tape measure let them discuss practical ways they can ensure this when a tape measure is not available.

Example: measure the length of your outstretched hands or a foot step, is it equivalent to the recommended distance?

**Conclusion:** Learners write down their resolutions on what they will do to ensure complying with the measures to hygiene during Covid-19 period.

**Assessment:** observe whether the learners are observing the measures discussed. Keep the learners accountable for each other.

## **8. MATHEMATICS AND FINANCIAL LITERACY**

The objective of this program is to develop math skills among secondary school learners. It involves activities that build their communication skills, critical thinking, problem-solving skills and enhance achievement in math. It also involves real life exercises that promote logical thinking and which relate what they learn in class with the actual life situations.

It gives approaches that teachers could adopt to make math acceptable and interesting to secondary school learners. Remember it is not the teaching of content as it appears in the syllabus.

Mathematics requires a lot of practice, and after a while that practice can become rather dull and repetitive. So, teachers should mix it up a bit by playing some games. Math lends itself very well to all kinds of games and activities that can help keep learners engaged.

Help your learners learn secondary school math skills and concepts with games, including geometry, fractions, decimals, and percentages. Not every learner finds math super fun, but games are fun for everyone. Teachers should help learners get to grips with their math concepts and skills, and let them have fun at the same time, by integrating math games.

## Examples of Math Activities

### Example 1: Geometry shapes

Learners can practice their understanding of geometry shapes by creating them with their bodies. Put your learners into groups of at least four. One by one, shout different geometry shapes and terms, and each group's goal is to represent that shape or term. For example, if you say 'square,' the learners might lie on the ground in the shape of a square.

Here are a few examples of shapes and terms you could use:

- Square
- Triangle
- Pentagon
- Hexagon
- Heptagon
- Octagon
- Acute angle
- Obtuse angle
- Radius
- Chord

Geometry is everywhere, but sometimes it's hard for learners to see that. There is an interesting way we can teach geometry to make it interesting, fun and attractive to them. You can find examples of all the shapes, angles, and terms in their environment that they have learned about in geometry. Can they find a right angle? Pentagon? an octagon? How about an acute angle? Or a set of parallel lines?

Give them a long list, and have them use their phones to take photos of each one they find. You can even have learners compete with each other more directly, by having them put stickers on the shapes that they find to 'claim' them. Let them work together so that they acquire critical values such as unity, respect etc.

Some of the most important concepts in geometry include:

- Congruence
- Similarity, right triangles and trigonometry
- Circles
- Using equations to express geometric properties
- Measurement and dimension in geometry
- Geometric models
- Applying mathematical skills, practices and processes to the study of geometry

Let them also learn how to prove mathematical theories practically. An example is proving the Pythagorean Theorem, by measuring the length and width of a house and using the theory to calculate the

diagonal length. They could as well develop a new theorem of their own. Through such activities, learners will have fun as they learn math.

Explain to your learners that they will work in small groups for this activity. Give them a particular theorem to prove, and have them get to work.

### **Making Models**

This activity lets your learners work creatively and access their artistic talents while developing their understanding of shapes.

Break your learners into small groups, and have each group choose a particular shape or space to model. Their task is to create a model of the shape using cardboards or manila papers, then develop an equation that reflects the model they have created.

This activity is also easy to differentiate, so that less advanced learners can choose to model a cube whereas more advanced learners might choose to model the shape of a chair or another more complex shaped object.

### **Example 2: Math Brain Teasers**

**Brain teasers** are challenging puzzles that encourage learners to look at math in a new way. They are great warm-up activities that get learners' brains focused and break up the monotony of the classroom. Additionally, if the teasers are related to what you teach, they are excellent 'hook' activities to mentally prepare and motivate learners.

Math can be repetitive because it involves solving the same kind of problem many times in order to practice and make the process second nature. A nice way to break it up is with some math brainteasers. These are things learners can do during special occasions, like during this time of Covid-19 when all learners are at home. They can also be a good way of adding a more practical side to what they learn in class. There are many kinds of brainteasers available online. In this program we're going to look at a few, some of which you can easily create yourself.

Brain teasers are an excellent way to get learners to use the skills they are practicing in class in a new and fun way. Word problems are always an option, but to capture your learners' curiosity, try to present the question as a riddle, puzzle or game.

### **Examples:**

1. If 5 is transformed into 11 and 12 is transformed into 25, then what does 15 become?
2. A man weighing 200 kg must cross a river with his son and daughter who both weigh 100 kg. They have one row-boat that can only hold 200 kg. How do all three of them get across the river?
3. How can you add eight 8's to get the number 1,000?
4. Using the numbers 2, 3, 4, and 5, and the symbols + and =, write a true statement. You must use each number and symbol once and only once.

5. The following statements are all true:  $A+C=B$ ,  $B+B=24$ ,  $A+D=7$ ,  $C/D=A$ . What is  $C+D$ ?
6. A father had 17 cows. He wanted to divide the cows among his 3 sons. He gave the first son half of the cows, gave the second son a third of the cows and lastly gave the last son a ninth of the cows. If no cow remained, how did the father manage to divide the cows?

**Answers:**

1. 31. The numbers are multiplied by 2 and then increased by 1.
2. The son and daughter row across the river. The son takes the boat back to the father. The father rows across. The daughter rows back across the river to pick up the son. The son and daughter both row across the river to safety.
3.  $888+88+8+8+8=1,000$ .
4.  $3^2 = 4 + 5$
5.  $A=2$ ,  $B=12$ ,  $C=10$  and  $D=5$ . So,  $C+D=15$
6. He borrowed one cow from a neighbor to make 18 cows, then divided 18 into half, a third and a ninth to get 17, then returned the cow he had borrowed to the owner.

Another brainteaser involves an understanding of geometry. Give learners a maze of triangles, circles, lines, and angles. Ask them to find a target angle, which requires several steps from the angles that are given. Learners might be using the knowledge that angles in a line add up to  $180^\circ$ , or the right triangle is  $90^\circ$ . They might use their knowledge of triangles, complementary angles, or opposite angles. See how quickly your learners can solve the problem.

**Example 3: Trick Questions**

Trick questions require learners to think outside of the box and be creative to arrive at the correct answer. Ask learners to share their answers and their reasoning with the class and encourage learners who disagree to join the discussion. See if the class can agree on the answer without you telling them.

**Example 4: Riddles**

Another kind of math brainteaser is a math riddle. These are essentially word problems but with a twist to make learners think. For example, you could ask them;

- ‘Which weighs more, a pound of hammers or a pound of feathers?’

But you could ask more straightforward word problems too, like,

- ‘What three positive numbers give the same result when added or multiplied?’

There are dozens of such riddles available on the Internet, appropriate for a variety of ages. There are also longer, more extended riddles with full stories several paragraphs long, producing novel and surprising answers.

Sometimes learners aren't the best at taking their math knowledge and applying it to real life situations. Things like weights, proportions, measurements, adjusting recipes, measuring from midpoints in carpentry, and all kinds of everyday applications. So practical math problems can really serve as a brain teaser for many learners.

### **Example 5: Ratios and Proportions**

When teaching learners about ratios and proportions, it can be really helpful to show them that these are not abstract or irrelevant concepts. Ask them to spend three days looking for examples of ratios or proportions in their daily lives. Some important places to look include cooking recipes, sports statistics, and political newspaper articles. Then, create a class chart that shows all of the examples that learners found and what they show about how ratios and proportions work.

Learners can also learn to use mathematical vocabulary to describe the make-up of the class. Challenge them to write as many complex sentences as they can describing relationships involving proportions among learners within the class. For instance, what is the ratio of boys to girls in the class? What proportion of the class is wearing sneakers today? The possibilities are endless.

### **Example 6: The Number System**

Secondary School learners learn about negative integers and their relationship to positive ones. In this activity, write a series of negative and positive integers on cards in a box. Call one learner up and have her pull two numbers out of the box. See how quickly he/she can describe the difference between these two numbers. Then, call another learner up and repeat the process.

Ask your learners to imagine that they are responsible for teaching their peers about some of the complex aspects of the number system. For instance, they should teach what decimals are, how fractions work, or what a negative number is. In planning their lessons, learners will have to think carefully about their own conceptual understanding. This will build their self-esteem and positive attitudes towards math.

### **Example 7: Expressions and Equations**

Explain to your learners that learning to write algebraic expressions and equations is like another level of learning to generate the equations. Then, read them a real life scenario that involves a missing quantity. For instance, you might say,

'Mary knows she needs three times the amount of money she has right now to afford a Kshs.90 video game console.' Ask your learners to write down the equation, which will be  $3x = 90$ . Soon, learners will be able to come up with their own sentences to ask others to generate equations.



## Financial Education project for secondary school learners

### Project Activities

#### 1. Self-assessment/ self-discovery

Learning outcome

By the end of the session, the learner should be able to analyse their own skills and attitudes and compare them to entrepreneurial characteristics traits.

#### Teachers Task

In pairs learners to discuss self-discovery or assessment tool of skills they possess essential for business. After the discussion let learners engage in filling in the self-assessment tool provided. Remind them that the tool will help them to reflect on the skills they have and on those that would need to be improved, and that there are no “right” or “wrong” answers.

#### Self-assessment tool

The learner to fill in the self-discovery grid provided using the key given and on the column of the ‘other person’ let the person who knows him/her best such as the parent, guardian, relative evaluate him/her

No	I have the following skills	Self	Other person	Comment
1.	Seeking and grasping opportunities			
2.	Taking initiatives			
3.	Being creative			
4.	Learning from mistakes			
5.	Planning effectively			
6.	Taking responsibility			
7.	Networking effectively			
8.	Using critical judgment to take risks			
9.	Resolving conflict			
10.	Self-confidence and self-beliefs			
11.	Ability to evaluate own performance			
12.	Perseverance			
13.	Negotiation skills			

14.	Being flexible			
15.	Ability to seek advice			
16.	Matching abilities to tasks			

**Key**

1. This is one of my strengths
2. This is an area which I could develop further
3. This is one of my weak points. It is an area I need to work on to do better
4. Not sure – need to find out more

**2. Generation of Business ideas and opportunities**

Learning outcome

By the end of this session, the learner should be able to:

- a) Generate and select business ideas and opportunities appropriate in addressing the community needs

**Teachers Task**

Help learners think creatively, generate business ideas and look beyond the obvious, you could organize a brainstorming activity to get learners think about as many business ideas as possible within their community.

**Learners Task**

- When generating business ideas, it is best to keep an open mind. Think of as many ideas as possible and make a list of all the business possible opportunities associated with those ideas
- Find the right idea that matches your resources, interests, skills and experience with the needs of the market and its customers (the focus for your project should be ideas which may be actualized by the readily available resources in your community)
- One way to generate business ideas is to observe items of common use within the locality and think of improvements that people would be ready to pay for.
- Most entrepreneurs are successful because they have introduced improvements to existing products or services that were already valued by clients. Another way to generate ideas is to imagine “If only I had...” to indicate a wish, want or need of an item or service that is not available or is difficult to obtain.
- There are needs that develop over time and originate from a change in individual interests or technology. Think for example of needs that have emerged recently
- Use your imagination to transform these items into products or services that you could sell to earn a living
- Revise all the ideas you have thought of and try to determine the potential for success of each idea

- Select the ideas for which you think you have the relevant skills. By analysing your skills against the planned “business”, you will understand which idea is best suited to you.
- Determine the start-up cost for the business opportunity arising from that idea(s)
- Produce the item or service from the business opportunity you have arrived at
- Carry out market analysis with regard to clients, distribution channel for products, marketing and promotional strategies among others
- Prepare the income statement for your business venture

**NB: This project may be executed either by individual learners or group of learners**