LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: SOCIAL ENVIRONMENT

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Caring for things found in the home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.60-62

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Avail pictures of different rooms in a home.

Step 2: Learners to draw columns in their books for the rooms of displayed pictures.

Step 3: Show learners pictures of each room and the items found there in.

Step 4: Guide learners to identify the things that are found in their homes, room by room.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to name and colour pictures of items found at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Caring for things found in the home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.62-63

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Organize learners in groups of 4 or 5 and assign half of the group of the class to dust and wipe.

Step 2: Guide learners to clean their class and neatly arrange the chairs and table

Step 3: Another group to clean the cups and plate using warm water and correctly air dry them at a strategic place.

Step 4: Learners to the exercise on page 27.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share their class activities with their parents and how they feel about taking part in taking care of items by washing and dusting

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Caring for things found in the home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.62-63

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Organize learners in groups of 4 or 5 and assign half of the group of the class to dust and wipe.

Step 2: Guide learners to clean their class and neatly arrange the chairs and table

Step 3: Another group to clean the cups and plate using warm water and correctly air dry them at a strategic place.

Step 4: Learners to the exercise on page 27.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share their class activities with their parents and how they feel about taking part in taking care of items by washing and dusting

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Caring for things found in the home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.62-63

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Organize learners in groups of 4 or 5 and assign half of the group of the class to dust and wipe.

Step 2: Guide learners to clean their class and neatly arrange the chairs and table

Step 3: Another group to clean the cups and plate using warm water and correctly air dry them at a strategic place.

Step 4: Learners to the exercise on page 27.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share their class activities with their parents and how they feel about taking part in taking care of items by washing and dusting

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- What makes the home environment dirty?

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.64

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Engage learners in a discussion about what litter is and let them look around and point out this.

Step 2: Guide learners to understand that dirt is very unhygienic

Step 3: Learners to share experiences of the things that make the home environment dirty

Step 4: Using pictures show learners what a dirty environment looks like and contrast this to a clean environment.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Cleaning the home environment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.65-66

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: With the guidance of the teacher learners to visit a nearby home of an elderly and clean the home environment.

Step 2: After the outdoor activity learners to share their experiences at the home and find out new ways they learnt that would help them keep their own homes clean.

Step 3: Learners to share on ways they can keep the environment clean e.g. washing

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Cleaning the home environment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.65-66

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: With the guidance of the teacher learners to visit a nearby home of an elderly and clean the home environment.

Step 2: After the outdoor activity learners to share their experiences at the home and find out new ways they learnt that would help them keep their own homes clean.

Step 3: Learners to share on ways they can keep the environment clean e.g. washing

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Cleaning the home environment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- What things are found in the home?
- How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

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Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

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ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: With the guidance of the teacher learners to visit a nearby home of an elderly and clean the home environment.

Step 2: After the outdoor activity learners to share their experiences at the home and find out new ways they learnt that would help them keep their own homes clean.

Step 3: Learners to share on ways they can keep the environment clean e.g. washing

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Cleaning the home environment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.65-66

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: With the guidance of the teacher learners to visit a nearby home of an elderly and clean the home environment.

Step 2: After the outdoor activity learners to share their experiences at the home and find out new ways they learnt that would help them keep their own homes clean.

Step 3: Learners to share on ways they can keep the environment clean e.g. washing

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Cleaning the home environment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.65-66

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: With the guidance of the teacher learners to visit a nearby home of an elderly and clean the home environment.

Step 2: After the outdoor activity learners to share their experiences at the home and find out new ways they learnt that would help them keep their own homes clean.

Step 3: Learners to share on ways they can keep the environment clean e.g. washing

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to find out things that make the home environment dirty with the help of parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Common risks at home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs

• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.66-67

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to describe any common injuries that one can suffer at home.

Step 2: Organize learners in groups and let them listen to stories about people who have been involved in an accident

Step 3: Learners can visit a home where someone suffered an injury.

Step 4: Learners to share experiences on what they have learnt about common risks at home and safety measures taken in the home.

Step 5: Guide learners to discuss injuries they have had at home.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share the stories on risks with their parents/guardians and with friends.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Common risks at home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?

- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.66-67

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to describe any common injuries that one can suffer at home.

Step 2: Organize learners in groups and let them listen to stories about people who have been involved in an accident

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Step 4: Learners to share experiences on what they have learnt about common risks at home and safety measures taken in the home.

Step 5: Guide learners to discuss injuries they have had at home.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share the stories on risks with their parents/guardians and with friends.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Common risks at home

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- What things are found in the home?
- How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.66-67

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to describe any common injuries that one can suffer at home.

Step 2: Organize learners in groups and let them listen to stories about people who have been involved in an accident

Step 3: Learners can visit a home where someone suffered an injury.

Step 4: Learners to share experiences on what they have learnt about common risks at home and safety measures taken in the home.

Step 5: Guide learners to discuss injuries they have had at home.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share the stories on risks with their parents/guardians and with friends.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Keeping safe at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home

- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.68

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to discuss ways they have kept themselves away from harm at home.

Step 2: Learners to review the common injuries that can happen at home.

Step 3: Guide learners through various tips that can be used to prevent various injuries.

Step 4: Learners to share experiences on what they have learnt on safety measures taken in the home.

Step 5: Guide learners to list ways of keeping safe and secure in the home environment

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share the stories on risks with their parents/guardians and with friends.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Keeping safe at home.

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.68

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners to discuss ways they have kept themselves away from harm at home.

Step 2: Learners to review the common injuries that can happen at home.

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Step 4: Learners to share experiences on what they have learnt on safety measures taken in the home.

Step 5: Guide learners to list ways of keeping safe and secure in the home environment

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to share the stories on risks with their parents/guardians and with friends.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ **Lesson: _____**

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Child rights

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.69-70

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Guide learners in the field and demonstrate different games they play

Step 2: Guide learners to name meals they eat, and level of parental care at home.

Step 3: Guide learners to discuss these rights at home and in school.

Step 4: Display pictures of different rights and ask learners to identify the child rights.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to talk to their parents/guardians on child rights.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ **Lesson: _____**

SCHOOL	GRADE	DATE	TIME	ROLL

	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Child responsibilities

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.70-71

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Review the lesson on child rights. And explain to the learners that for every right there is a responsibility.

Step 2: Guide learners to watch a video about child responsibilities and discuss how they take up these responsibilities at home.

Step 3: Guide learners to discuss different child responsibilities they have learnt.

Step 4: Guide learners in groups and answer questions on page 32 of their book.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to demonstrate their responsibilities at home.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Basic needs in the family

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.72

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Organize learners in pairs to write down a list of things they believe they really need in their lives.

Step 2: Guide learners to understand what a need is and the basic needs necessary for living.

Step 3: Guide learners to make posters and charts about different basic needs like a house.

Step 4: Guide learners to discuss what is happening in each picture on page 33 of their book.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Give an assignment

EXTENSION OF ACTIVITIES

Learners to learn about types of basic needs in the family with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Home environment- Ways parents or guardians meet basic family needs.

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Name things found at home
- Participate in caring for things found in the home
- Recognize common risks at home in order to avoid harm to self or others

KEY INQUIRY QUESTION (s)

- ❖ What things are found in the home?
- ❖ How can we care for things found in the home?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Self-efficacy** • **Learning to learn**	• **Care** • **Respect**	**Environment education** **Safety and security**

LEARNING RESOURCES

Pictures of utensils used at home e.g. cups, spoons and plates, charts showing drawings of tables, chairs, bed, and broom

Art supplies such as crayons, charts, pencils, Coloured pencils

School kitchen

Enrich Yourself Environmental activities Teachers guide pg.73-74

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Ask learners what they would like to be when they grow up.

Step 2: Using pictures illustrating different profession, guide learners to understand that people need to work so that they can cater for their basic needs.

Step 3: Learners to visit a market and observe the goods and services offered and take pictures.

Step 4: Once back to the classroom distribute the pictures and let learners to write down the things they saw.

Step 5: Guide learners to identify what the adults are engaging in to meet their needs, in each picture.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Learners to share experiences on what they have learnt on ways of meeting basic needs.

EXTENSION OF ACTIVITIES

Learners to learn about types of basic needs in the family with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise projects- Right ways of making money

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Identify and demonstrate awareness of ways of making money rightfully in the family
- Suggest and engage in possible income generating activities at home or school

KEY INQUIRY QUESTION (s)

- How can the family make money rightfully?
- What activities can generate income for the family?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Imagination and creativity** • **Learning to learn**	• **Honesty** • **Responsibility** • **trustworthiness**	**ESD**

LEARNING RESOURCES

Videos showing people working in an office

Charts showing different types of jobs

Enrich Yourself Environmental activities Teachers guide pg.75-77

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Guide learners to say what they would like to be when they grow up and how this will help them to make money rightfully

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Organize learners in groups and give them pictures showing people engaged in different jobs

Step 2: Guide learners to identify the jobs and list down their names.

Step 3: Learners to discuss experiences of what their parents or guardians do to make money.

Step 4: Learners to discuss the diverse ways families generate income.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Guide learners to carry our further research on rightful ways of making money.

EXTENSION OF ACTIVITIES

Learners to talk about ways of making money rightfully with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise projects- Self-employment

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Identify and demonstrate awareness of ways of making money rightfully in the family
- Suggest and engage in possible income generating activities at home or school

KEY INQUIRY QUESTION (s)

- How can the family make money rightfully?
- What activities can generate income for the family?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Imagination and creativity** • **Learning to learn**	• **Honesty** • **Responsibility** • **trustworthiness**	**ESD**

LEARNING RESOURCES

Videos showing people working in an office

Charts showing different types of jobs

Enrich Yourself Environmental activities Teachers guide pg.77

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Learners to visit livestock farms, crop farms etc.

Step 2: Guide learners to observe different ways people make money for themselves

Step 3: Learners to listen to a video clip on stories about how people practice self-employment started their businesses

Step 4: Learners to share their observations and opinions.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Guide learners to carry our further research on rightful ways of making money.

EXTENSION OF ACTIVITIES

Learners to talk about ways of making money rightfully with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise projects- Appropriate income generating activities

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Identify and demonstrate awareness of ways of making money rightfully in the family
- Suggest and engage in possible income generating activities at home or school

KEY INQUIRY QUESTION (s)

- How can the family make money rightfully?
- What activities can generate income for the family?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Imagination and creativity** • **Learning to learn**	• **Honesty** • **Responsibility** • **trustworthiness**	**ESD**

LEARNING RESOURCES

Videos showing people working in an office

Charts showing different types of jobs

Enrich Yourself Environmental activities Teachers guide pg.78

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Learners to find out more ways of generating income

Step 2: Guide learners to look at the pictures on page 36 and say how the children are helping their parents to make money in the activities they are involved in.

Step 3: Learners to find out more from the community members about what they engage in to get money.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Guide learners to carry our further research on rightful ways of making money.

EXTENSION OF ACTIVITIES

Learners to talk about ways of making money rightfully with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise projects- Appropriate income generating activities

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Identify and demonstrate awareness of ways of making money rightfully in the family
- Suggest and engage in possible income generating activities at home or school

KEY INQUIRY QUESTION (s)

- How can the family make money rightfully?
- What activities can generate income for the family?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Imagination and creativity** • **Learning to learn**	• **Honesty** • **Responsibility** • **trustworthiness**	**ESD**

LEARNING RESOURCES

Videos showing people working in an office

Charts showing different types of jobs

Enrich Yourself Environmental activities Teachers guide pg.78

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Learners to find out more ways of generating income

Step 2: Guide learners to look at the pictures on page 36 and say how the children are helping their parents to make money in the activities they are involved in.

Step 3: Learners to find out more from the community members about what they engage in to get money.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Guide learners to carry our further research on rightful ways of making money.

EXTENSION OF ACTIVITIES

Learners to talk about ways of making money rightfully with the help of the parents.

REFLECTION ON THE LESSON/SELF-REMARKS

LESSON PLAN ENVIRONMENTAL ACTIVITIES

Week:_____ Lesson: _____

SCHOOL	GRADE	DATE	TIME	ROLL
	ONE			

STRAND/THEME/TOPIC: *SOCIAL ENVIRONMENT*

SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise projects- other income generating activities

Specific lesson learning outcome.

By the end of the lesson, the learner should be able to:

- Identify and demonstrate awareness of ways of making money rightfully in the family
- Suggest and engage in possible income generating activities at home or school

KEY INQUIRY QUESTION (s)

- How can the family make money rightfully?
- What activities can generate income for the family?

Core competencies	Values	PCIs
• **Critical thinking and problem solving** • **Imagination and creativity** • **Learning to learn**	• **Honesty** • **Responsibility** • **trustworthiness**	**ESD**

LEARNING RESOURCES

Videos showing people working in an office

Charts showing different types of jobs

Enrich Yourself Environmental activities Teachers guide pg.79-80

ORGANIZATION OF LEARNING

Learners to work in pairs/groups

INTRODUCTION

Do a brainstorming activity with learners.

LESSON DEVELOPMENT (Assessment as learning)

Step 1: Learners in groups to make model shops behind the class (should be done in 25 lessons)

Step 2: Guide learners to role play roles of a shopkeeper and a hawker in generating income rightfully

Step 3: Learners to discuss ways of generating income in families learnt.

SUMMARY

Make summary points/notes

CONCLUSION (Assessment of Learning)

Guide learners to carry our further research on rightful ways of making money.

EXTENSION OF ACTIVITIES

Learners to demonstrate ways of establishing income generating activities at home with the help of the parents/guardians

REFLECTION ON THE LESSON/SELF-REMARKS
