**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for plants-How do we tell people to care for plants**

**Specific lesson learning outcome.**

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

* Recognize appropriate messages on plant protection in school
* Create appropriate plant protection messages to promote conservation
* Appreciate plant protection for environmental sustainability

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate about protection of plants?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as dead plants, pictures of plants

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 111-116

Our lives today environmental activities Teachers guide pg. 123-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the strand 1 and ask what the learners learnt about it.

***Step 2:*** Draw learner’s attention to the picture on page 111 of the learner’s book. They will then attempt activity 1.

***Step 3:*** Let learners observe the plants on page 112 of the learner’s book and do the matching in activity 2.

***Step 4:*** Explain to the learners the importance of plants to human beings and animals and why they should care for them

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for plants at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for plants-How do we tell people to care for plants**

**Specific lesson learning outcome.**

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

* Recognize appropriate messages on plant protection in school
* Create appropriate plant protection messages to promote conservation
* Appreciate plant protection for environmental sustainability

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate about protection of plants?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as dead plants, pictures of plants

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 111-116

Our lives today environmental activities Teachers guide pg. 123-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson and remind learners of Kai’s picture in activity 1.

***Step 2:*** Guide learners to observe the pictures of posters shown in the learner’s book.

***Step 3:*** Guide learners to discuss ways of protecting in activity 4. Give them time to share what they have written

***Step 4:*** Talk about other ways of protecting plants

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for plants at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for plants-How do we tell people to care for plants**

**Specific lesson learning outcome.**

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

* Recognize appropriate messages on plant protection in school
* Create appropriate plant protection messages to promote conservation
* Appreciate plant protection for environmental sustainability

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate about protection of plants?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Self-efficacy** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as dead plants, pictures of plants

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 111-116

Our lives today environmental activities Teachers guide pg. 123-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Provide learners with the materials they need for making posters.

***Step 3:*** Guide learners throughout the activity by showing them other posters to give them an idea of what is expected.

***Step 4:*** Let learners make the posters. After finishing let them write their names or group name on the posters and put them on the classroom wall

***Step 5:*** Choose the posters to display in some strategic places in the school compound

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for plants at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for plants-How do we tell people to care for plants**

**Specific lesson learning outcome.**

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

* Recognize appropriate messages on plant protection in school
* Create appropriate plant protection messages to promote conservation
* Appreciate plant protection for environmental sustainability

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate about protection of plants?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Creativity and imagination** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as dead plants, pictures of plants

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 111-116

Our lives today environmental activities Teachers guide pg. 123-128

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Guide learners to the song

***Step 3:*** Let the learners come up with a tune and sing the song. Record them as they sing

***Step 4:*** Show learners the video and let them tell what they think about it.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for plants at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for Animals-Keeping animal houses clean and safe**

**Specific lesson learning outcome.**

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

* identify ways of keeping an animal shelter clean at home and school
* participate in keeping an animal shelter clean at home and in school
* suggest ways of making an animal shelter secure at home and school
* appreciate clean and secure animal shelter to reduce risk to the animals

**KEY INQUIRY QUESTION (s)**

* How could we keep an animal shelter clean?
* How could we make an animal shelter secure?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment

Pictures of animal shelter

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 117-124

Our lives today environmental activities Teachers guide pg. 129-136

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what learners did in Grade 1

***Step 2:*** Guide learners to observe the pictures of animal shelters. Let them talk about it

***Step 3:*** Ask learners to read the sentences as they point at the picture that relates to the sentence.

***Step 4:*** Emphasize to the learners that all animal shelters should be kept clean.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for animals at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for Animals-Keeping animal houses clean and safe**

**Specific lesson learning outcome.**

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

* identify ways of keeping an animal shelter clean at home and school
* participate in keeping an animal shelter clean at home and in school
* suggest ways of making an animal shelter secure at home and school
* appreciate clean and secure animal shelter to reduce risk to the animals

**KEY INQUIRY QUESTION (s)**

* How could we keep an animal shelter clean?
* How could we make an animal shelter secure?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment

Pictures of animal shelter

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 117-124

Our lives today environmental activities Teachers guide pg. 129-136

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson and ask learners if they can identify the animal shelters shown in the pictures.

***Step 2:*** Guide learners to observe and talk about the activities going on in the pictures under activity 2.

***Step 3:*** Guide learners through activity 3 and let them observe how a cowshed is cleaned

***Step 4:*** Using probing questions, take learners through the process of cleaning a rabbit hutch and cowshed. As you explain write simple sentences on the chalkboard for learners to copy

***Step 5:*** Show learners a video of any animal shelter being cleaned

**SUMMARY**

*Animal houses should be kept clean to avoid spread of diseases and keep the animals comfortable.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for animals at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for Animals-Keeping animal houses clean and safe**

**Specific lesson learning outcome.**

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

* identify ways of keeping an animal shelter clean at home and school
* participate in keeping an animal shelter clean at home and in school
* suggest ways of making an animal shelter secure at home and school
* appreciate clean and secure animal shelter to reduce risk to the animals

**KEY INQUIRY QUESTION (s)**

* How could we keep an animal shelter clean?
* How could we make an animal shelter secure?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment

Pictures of animal shelter

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 117-124

Our lives today environmental activities Teachers guide pg. 129-136

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to observe the picture in activity 5

***Step 3:*** Guide learners into discussion after observation using probing questions i.e. what do these parts keep the animal safe from.

***Step 4:*** Guide learners through activity 6 to further observe other practices on making animal shelters safe and secure

**SUMMARY**

*Animal houses keep animals safe from danger*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for animals at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for Animals-Keeping animal houses clean and safe**

**Specific lesson learning outcome.**

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

* identify ways of keeping an animal shelter clean at home and school
* participate in keeping an animal shelter clean at home and in school
* suggest ways of making an animal shelter secure at home and school
* appreciate clean and secure animal shelter to reduce risk to the animals

**KEY INQUIRY QUESTION (s)**

* How could we keep an animal shelter clean?
* How could we make an animal shelter secure?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Creativity and imagination** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment

Pictures of animal shelter

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 117-124

Our lives today environmental activities Teachers guide pg. 129-136

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to discuss the ways of making animal houses safe e.g. repairing them when broken

***Step 3:*** Guide learners to draw the gate of a cowshed. Walk around and look at their work.

***Step 4:*** Learners to exchange their drawings and observe what their classmates have drawn

**SUMMARY**

*Learners to sing the song in the fun sport*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for animals at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for Animals-Keeping animal houses clean and safe**

**Specific lesson learning outcome.**

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

* identify ways of keeping an animal shelter clean at home and school
* participate in keeping an animal shelter clean at home and in school
* suggest ways of making an animal shelter secure at home and school
* appreciate clean and secure animal shelter to reduce risk to the animals

**KEY INQUIRY QUESTION (s)**

* How could we keep an animal shelter clean?
* How could we make an animal shelter secure?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Sefl-efficacy** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment

Pictures of animal shelter

Resource person, flash cards, video clips, crayons and Coloured pencils

Learner’s book page 117-124

Our lives today environmental activities Teachers guide pg. 129-136

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to sing the song in the fun spot

***Step 3:*** Learners to make the verse provided longer by mentioning other animals

***Let them use gestures to make it interesting***

***Others to make the sounds made by animals***

***Step 4:*** Learners to do the take home activity

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice caring for animals at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Managing waste-Types of waste in school**

**Specific lesson learning outcome.**

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

* identify types of waste in the school environment
* sort out different types of waste in school for safe disposal
* appreciate a clean school environment for health and safety

**KEY INQUIRY QUESTION (s)**

* What type of wastes are found in our school environment?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

School compound, real objects

Pictures of different types of waste, dictionary

Resource person, flash cards, video clips

Learner’s book page 125-127

Our lives today environmental activities Teachers guide pg. 137-141

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners as they look at the pictures on page 125 in activity 1

***Step 3:*** Guide them to mention the types of waste they see in the pictures

***Step 4:*** Show learners a video clip of waste collection activities

***Step 5:*** Guide learners through activity 2. First let them study the table drawn by Mr. Kimeu and copy it.

***Step 6:*** Learners to walk around the school compound as they identify the waste and fill the table

***Step 7:*** Let learners comment on how the school looks. Let them wash their hands after the activity.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice good waste management at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Managing waste-Types of waste in school**

**Specific lesson learning outcome.**

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

* identify types of waste in the school environment
* sort out different types of waste in school for safe disposal
* appreciate a clean school environment for health and safety

**KEY INQUIRY QUESTION (s)**

* What type of wastes are found in our school environment?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

School compound, real objects

Pictures of different types of waste, dictionary

Resource person, flash cards, video clips

Learner’s book page 125-127

Our lives today environmental activities Teachers guide pg. 137-141

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Go through the instructions for the activity 3 and guide learners as they do the activity

***Step 3:*** If electronic photos are available, guide learners to create folders and name them according to the different categories of waste. For print pictures place them on the table and have the learners pick similar pictures and place them in a pile.

***Step 4:*** If no print or electronic waste is available, write the names of different waste on the chalkboard and mix up the names

***Step 5:*** Ask the learners to learn the poem in the fun spot during their free time.

**SUMMARY**

*Make summary points/notes*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice good waste management at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Managing waste-Safety in handling waste in school**

**Specific lesson learning outcome.**

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

* identify dangers when handling waste in school
* practice safety measures when handling waste in school
* communicate safety measures when handling waste in school
* appreciate the need for safety in handling waste in school to limit risk to self, others and the environment

**KEY INQUIRY QUESTION (s)**

* What dangers are we likely to face when handling waste in school?
* How should we safely handle different types of waste in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet

Resource person, flash cards, video clips

Learner’s book page 128-132

Our lives today environmental activities Teachers guide pg. 142-146

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Let learners recite the poem they learnt during the previous lesson.

***Step 3:*** Guide learners to observe the pictures in activity 4 on page 128 of the learner’s book. Allow them to discuss.

***Step 4:*** Let them observe the picture of Mr. Kimeu on page 129 as they read the words in the speech bubbles. Let them also read the summary in Activity 5 on page 129.

***Step 5:*** Guide learners to study the picture of Mr. Kazi disposing waste in activity 6

***Step 6:*** Show learners a video clip of a person handling waste.

**SUMMARY**

*We are safe if we handle waste in the right way.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice good waste management at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Managing waste-Safety in handling waste in school**

**Specific lesson learning outcome.**

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

* identify dangers when handling waste in school
* practice safety measures when handling waste in school
* communicate safety measures when handling waste in school
* appreciate the need for safety in handling waste in school to limit risk to self, others and the environment

**KEY INQUIRY QUESTION (s)**

* What dangers are we likely to face when handling waste in school?
* How should we safely handle different types of waste in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Self-efficacy** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet

Resource person, flash cards, video clips

Learner’s book page 128-132

Our lives today environmental activities Teachers guide pg. 142-146

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Observe learners as they demonstrate activity 7

***Step 3:*** Appreciate learners for the work done and tell them to prepare for the next lesson where they will make posters.

**SUMMARY**

*We are safe if we handle waste in the right way.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice good waste management at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Managing waste-Safety in handling waste in school**

**Specific lesson learning outcome.**

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

* identify dangers when handling waste in school
* practice safety measures when handling waste in school
* communicate safety measures when handling waste in school
* appreciate the need for safety in handling waste in school to limit risk to self, others and the environment

**KEY INQUIRY QUESTION (s)**

* What dangers are we likely to face when handling waste in school?
* How should we safely handle different types of waste in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Imagination and creativity** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet

Resource person, flash cards, video clips

Learner’s book page 128-132

Our lives today environmental activities Teachers guide pg. 142-146

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson.

***Step 2:*** Guide learners to make the poster on safe handling of waste as instructed in the learner’s book.

***Step 3:*** Help them put their posters on the school noticeboard and ask the learners to assess their work.

***Step 4:*** Guide learners through the take home activity and let them do the summative exercise on page 132.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice good waste management at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for water-Keeping stored water safe**

**Specific lesson learning outcome.**

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

* state the importance of keeping water safe for human and animal use at home and school
* participate in keeping stored water safe at home and school
* appreciate the importance of keeping stored safe for human and animal use

**KEY INQUIRY QUESTION (s)**

* How could we keep stored water safe?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Learning to learn** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet, audio recordings, dictionary

Resource person, flash cards, video clips

Learner’s book page 133-138

Our lives today environmental activities Teachers guide pg. 147-152

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what learners learnt in strand 1

***Step 2:*** Guide learners to read the sentences in the speech bubbles on page 133. Guide them as they respond to the questions in activity 1.

***Step 3:*** Guide learners to discuss the right ways of keeping stored water safe in activity 2. Guide them as they sort the pictures by writing the corresponding letters in their exercise books.

**SUMMARY**

*Emphasize the importance of keeping water that has been stored safe.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice keeping stored water safe at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for water-Keeping stored water safe**

**Specific lesson learning outcome.**

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

* state the importance of keeping water safe for human and animal use at home and school
* participate in keeping stored water safe at home and school
* appreciate the importance of keeping stored safe for human and animal use

**KEY INQUIRY QUESTION (s)**

* How could we keep stored water safe?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Learning to learn** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet, audio recordings, dictionary

Resource person, flash cards, video clips

Learner’s book page 133-138

Our lives today environmental activities Teachers guide pg. 147-152

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of what learners learnt in strand 1

***Step 2:*** Demonstrate to learner’s activity 3

***Step 3:*** Give learner’s time to do the experiment on their own. Move around to see if there is any difficulty.

***Step 4:*** Ask learners to clean up and wash their hands. Let them talk about their observations.

**SUMMARY**

*Emphasize the importance of keeping water that has been stored safe.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice keeping stored water safe at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for water-Keeping stored water safe**

**Specific lesson learning outcome.**

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

* state the importance of keeping water safe for human and animal use at home and school
* participate in keeping stored water safe at home and school
* appreciate the importance of keeping stored safe for human and animal use

**KEY INQUIRY QUESTION (s)**

* How could we keep stored water safe?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet, audio recordings, dictionary

Resource person, flash cards, video clips

Learner’s book page 133-138

Our lives today environmental activities Teachers guide pg. 147-152

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** In this lesson will cover activity 4. Guide learners during the walk. Let them take pictures.

***Step 3:*** Take learners back to class so that they can sort the pictures

***Step 4:*** Learners to talk about the activity whether they enjoyed it.

**SUMMARY**

*Emphasize the importance of keeping water that has been stored safe.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice keeping stored water safe at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for water-Keeping stored water safe**

**Specific lesson learning outcome.**

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

* state the importance of keeping water safe for human and animal use at home and school
* participate in keeping stored water safe at home and school
* appreciate the importance of keeping stored safe for human and animal use

**KEY INQUIRY QUESTION (s)**

* How could we keep stored water safe?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Learner’s tablet, audio recordings, dictionary

Resource person, flash cards, video clips

Learner’s book page 133-138

Our lives today environmental activities Teachers guide pg. 147-152

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Guide learners to read the sentences in the speech bubbles in activity 5.

***Step 3:*** Guide learners to say other reasons why they think keeping stored water safe is important.

***Step 4:*** Learners to say the poem in the fun spot

***Step 5:*** Guide learners through the take home activity

**SUMMARY**

*Emphasize the importance of keeping water that has been stored safe.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice keeping stored water safe at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Caring for water-Re-using water**

**Specific lesson learning outcome.**

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

* suggest how water could be reused at home and school
* participate in reusing water to reduce wastage at home and school
* Appreciate reusing of water as a way of conserving it.

**KEY INQUIRY QUESTION (s)**

* How could we reuse water at home and school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Dictionary

Resource person, video clips

Learner’s book page 139-141

Our lives today environmental activities Teachers guide pg. 152-155

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Explain to the learners what reusing water means.

***Step 3:*** Allow learners time to observe the pictures and read the story on page 139 of the learners and guide them to respond to the question in activity 7

***Step 4:*** Learners to respond to the queries by saying how they reuse water in activity 8

***Step 5:*** Learners to practice reusing water under fun spot and guide them through the take home activity

**SUMMARY**

*Learners to read aloud the sentences on reusing water that you have written on the chalkboard.*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice keeping stored water safe at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Conservation of Energy-Communicating energy conservation messages**

**Specific lesson learning outcome.**

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

* recognize appropriate messages on energy conservation
* create energy conservation messages to promote awareness at home and school
* display energy conservation messages to create awareness in school
* demonstrate interest in energy conservation for improvement and protection of the environment

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate conservation of energy?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Dictionary, posters on energy conservation, pictures on energy conservation

Resource person, video clips, flash cards with messages on energy conservation, learner’s tablets.

Learner’s book page 142-147

Our lives today environmental activities Teachers guide pg. 156-162

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson and ask learners if they can remember the sources of light and heat energy.

***Step 2:*** Allow learners to observe the posters on page 142 of the learner’s Book

***Step 3:*** Guide learners into discussion on sources of heat and light energy as required in activity 1

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice conserving energy at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Conservation of Energy-Communicating energy conservation messages**

**Specific lesson learning outcome.**

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

* recognize appropriate messages on energy conservation
* create energy conservation messages to promote awareness at home and school
* display energy conservation messages to create awareness in school
* demonstrate interest in energy conservation for improvement and protection of the environment

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate conservation of energy?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Dictionary, posters on energy conservation, pictures on energy conservation

Resource person, video clips, flash cards with messages on energy conservation, learner’s tablets.

Learner’s book page 142-147

Our lives today environmental activities Teachers guide pg. 156-162

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Allow learners to observe pictures in activity 2

***Step 3:*** Use probing questions to find out what kind of heat and light energy the learners use at home

***Step 4:*** Guide learners through activity 3 where they will discuss how they save energy at home and in school

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice conserving energy at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Conservation of Energy-Communicating energy conservation messages**

**Specific lesson learning outcome.**

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

* recognize appropriate messages on energy conservation
* create energy conservation messages to promote awareness at home and school
* display energy conservation messages to create awareness in school
* demonstrate interest in energy conservation for improvement and protection of the environment

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate conservation of energy?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Dictionary, posters on energy conservation, pictures on energy conservation

Resource person, video clips, flash cards with messages on energy conservation, learner’s tablets.

Learner’s book page 142-147

Our lives today environmental activities Teachers guide pg. 156-162

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Guide learners to discuss the reasons for conserving energy in activity 4. Write relevant points on the chalkboard.

***Step 3:*** Let learners to read the messages about conserving energy as a summary of the activity

***Step 4:*** Guide learners through activity 5. Let them read aloud the messages in the stickers and check to see if they have understood the messages.

***Step 5:*** Get the messages you prepared and display or play them in class

***Step 6:*** Inform the learners that the next lesson will be about making a poster to create awareness on energy conservation

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice conserving energy at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
|  | TWO |  |  |  |

**STRAND/THEME/TOPIC:** *CARE FOR THE ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Conservation of Energy-Communicating energy conservation messages**

**Specific lesson learning outcome.**

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

* recognize appropriate messages on energy conservation
* create energy conservation messages to promote awareness at home and school
* display energy conservation messages to create awareness in school
* demonstrate interest in energy conservation for improvement and protection of the environment

**KEY INQUIRY QUESTION (s)**

* What messages could be used to communicate conservation of energy?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Service learning**  **Environmental education**  **Mentorship**  **Peer education** |

**LEARNING RESOURCES**

Local environment, real objects

Dictionary, posters on energy conservation, pictures on energy conservation

Resource person, video clips, flash cards with messages on energy conservation, learner’s tablets.

Learner’s book page 142-147

Our lives today environmental activities Teachers guide pg. 156-162

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Do a recap of the previous lesson

***Step 2:*** Guide learners through activity 6. Move around for assistance.

***Step 3:*** Brainstorm with learners on some of the sentences that talk about conservation energy. Write them on the board.

***Step 4:*** After they have made the posters, have each pair display their work to the class so that others can appreciate.

***Step 5:*** Learners to choose three of the posters and put them in the school noticeboard under fun spot

***Step 6:*** Guide learners through the take home activity.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to practice conserving energy at home with the help of the parents.*

**REFLECTION ON THE LESSON/SELF-REMARKS**