**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Finding places**

**Specific lesson learning outcome.**

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

* Point out the main features between home and school
* Locate places using main features between home and school
* Appreciate the significance of locating places using features found between home and school

**KEY INQUIRY QUESTION (s)**

* What are the main features between your home and school?
* How could you find your school from home using main features?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** * **Self-efficacy** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 59-60

Our lives today environmental activities Teachers guide pg. 67-70

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Ask learner’s what they learnt in Grade one

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Learners to describe his/her journey from home to school.

***Step 2:*** Link picture in activity 1 with learner’s words. Learners to observe and talk about the map

***Step 3:*** Guide learners to point out the things in the picture that Maria sees on her way to school.

***Step 4:*** Learners to mention the things they see on their way to school. Write down as they mention.

***Step 5:*** Guide learners to the second picture in activity 2 on page 60 of the learner’s book.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Buildings helps us tell where places are found.

**EXTENSION OF ACTIVITIES**

*Learners to trace their way home and note things they see*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Finding places**

**Specific lesson learning outcome.**

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

* Point out the main features between home and school
* Locate places using main features between home and school
* Appreciate the significance of locating places using features found between home and school

**KEY INQUIRY QUESTION (s)**

* What are the main features between your home and school?
* How could you find your school from home using main features?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 59-60

Our lives today environmental activities Teachers guide pg. 67-70

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using words near, between and opposite demonstrate their use by using objects in class.

***Step 2:*** Guide learners to practice describing places in the picture in activity 3 on page 61 of learner’s book.

***Step 3:*** Draw a sketch map such as the one on page 62 of the learners Book. Adjust the map accordingly.

***Step 4:*** Take learners outside the class and let them describe the location of the things they see in school.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to describe the location of various things in the school compound

**EXTENSION OF ACTIVITIES**

*Learners to trace their way home and note things they see*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Finding places**

**Specific lesson learning outcome.**

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

* Point out the main features between home and school
* Locate places using main features between home and school
* Appreciate the significance of locating places using features found between home and school

**KEY INQUIRY QUESTION (s)**

* What are the main features between your home and school?
* How could you find your school from home using main features?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 59-60

Our lives today environmental activities Teachers guide pg. 67-70

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Using words near, between and opposite demonstrate their use by using objects in class.

***Step 2:*** Guide learners to practice describing places in the picture in activity 3 on page 61 of learner’s book.

***Step 3:*** Draw a sketch map such as the one on page 62 of the learners Book. Adjust the map accordingly.

***Step 4:*** Take learners outside the class and let them describe the location of the things they see in school.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to describe the location of various things in the school compound

**EXTENSION OF ACTIVITIES**

*Learners to trace their way home and note things they see*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Finding places**

**Specific lesson learning outcome.**

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

* Point out the main features between home and school
* Locate places using main features between home and school
* Appreciate the significance of locating places using features found between home and school

**KEY INQUIRY QUESTION (s)**

* What are the main features between your home and school?
* How could you find your school from home using main features?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** * **Digital literacy** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 59-60

Our lives today environmental activities Teachers guide pg. 67-70

**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 words used when describing places using key features

***Step 2:*** Guide learners to describe what they saw on their way home from school.

***Step 3:*** Guide learners to watch a video showing location of features

***Step 4:*** Guide learners to do the maze

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to undertake the take home activity with the help of the parents

**EXTENSION OF ACTIVITIES**

*Learners to trace their way home and note things they see*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping the school clean**

**Specific lesson learning outcome.**

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

* State ways of keeping the school environment clean
* Outline the importance of clean school environment clean
* Participate in keeping the school environment clean
* Appreciate a clean school environment for health and safety

**KEY INQUIRY QUESTION (s)**

* How could we keep the school environment clean?
* Why should we keep the school environment clean?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** * **Digital literacy** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 66-70

Our lives today environmental activities Teachers guide pg. 72-75

**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 Grade one about keeping their homes clean.

***Step 2:*** Guide learners to study the picture on page 66 of the learner’s book.

***Step 3:*** Guide learners through activity 2. Learners to observe the pictures and complete the sentences below the pictures

***Step 4:*** Learners to talk about how they kept the school clean that day

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to watch a video of clean-up activity

**EXTENSION OF ACTIVITIES**

*Learners to prepare for clean-up activity in the next lesson*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping the school clean**

**Specific lesson learning outcome.**

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

* State ways of keeping the school environment clean
* Outline the importance of clean school environment clean
* Participate in keeping the school environment clean
* Appreciate a clean school environment for health and safety

**KEY INQUIRY QUESTION (s)**

* How could we keep the school environment clean?
* Why should we keep the school environment clean?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** * **Digital literacy** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 66-70

Our lives today environmental activities Teachers guide pg. 72-75

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner on what they are expected to do and also safety measures

***Step 2:*** Guide learners to clean up the area outside their classroom

***Step 3:*** After the activity learners to go back to class and talk about the activity.

***Step 4:*** Reinforce the discussion with summary statements in Activity 4

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to watch a video of clean-up activity

**EXTENSION OF ACTIVITIES**

*Learners to prepare for clean-up activity in the next lesson*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping the school clean**

**Specific lesson learning outcome.**

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

* State ways of keeping the school environment clean
* Outline the importance of clean school environment clean
* Participate in keeping the school environment clean
* Appreciate a clean school environment for health and safety

**KEY INQUIRY QUESTION (s)**

* How could we keep the school environment clean?
* Why should we keep the school environment clean?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Learning to learn** * **Digital literacy** | * **Peace** * **Unity** * **Love** | **Safety education**  **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 66-70

Our lives today environmental activities Teachers guide pg. 72-75

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner as they make duty roster. Use the one on page 69 to guide them.

***Step 2:*** Guide learners to display the duty roster on the classroom wall

***Step 3:*** Guide learners through the poem on page 70 of the learner’s book

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to undertake the take home activity with the help of the parents

**EXTENSION OF ACTIVITIES**

*Learners to participate in cleaning the school*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping safe and secure in school**

**Specific lesson learning outcome.**

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

* Identify possible dangers in the school
* Suggest ways of keeping safe and secure in school
* Develop habits that will keep one safe and secure in school

**KEY INQUIRY QUESTION (s)**

* What are the possible dangers in the school?
* How could we keep safe and secure in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** | * **Responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 71-76

Our lives today environmental activities Teachers guide pg. 76-79

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner to observe the pictures and talk about the dangers from the pictures

***Step 2:*** Prepare learners for activity of walking around the school compound. Have them copy the table presented in Activity 2 on page 72 of the Learner’s book.

***Step 3:*** Learners to check at least two items on the table that are near the classroom.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions

**EXTENSION OF ACTIVITIES**

*Learners to participate in safety education in the school*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping safe and secure in school**

**Specific lesson learning outcome.**

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

* Identify possible dangers in the school
* Suggest ways of keeping safe and secure in school
* Develop habits that will keep one safe and secure in school

**KEY INQUIRY QUESTION (s)**

* What are the possible dangers in the school?
* How could we keep safe and secure in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** | * **Responsibility** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 71-76

Our lives today environmental activities Teachers guide pg. 76-79

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner through activity 3 and let them talk about the pictures

***Step 2:*** Guide learners to talk about other activities that can bring them harm in school.

***Step 3:*** Guide learners to talk about ways of keeping safe in school. Use pictures in activity 4

***Step 4:*** Summarize learner’s points on the chalkboard

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions and copy notes

**EXTENSION OF ACTIVITIES**

*Learners to participate in safety education in the school*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- Keeping safe and secure in school**

**Specific lesson learning outcome.**

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

* Identify possible dangers in the school
* Suggest ways of keeping safe and secure in school
* Develop habits that will keep one safe and secure in school

**KEY INQUIRY QUESTION (s)**

* What are the possible dangers in the school?
* How could we keep safe and secure in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking** * **Problem solving** | * **Responsibility** * **Unity** * **respect** | **Disaster risk education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Pictures and photographs of the features

Flash cards, video clips, learner’s tablets

Learner’s book page 71-76

Our lives today environmental activities Teachers guide pg. 76-79

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner to study the sample roster and make their own as instructed

***Step 2:*** Learners to make their own roster

***Step 3:*** Guide learners to put their rosters on the classroom wall

***Step 4:*** Learners to talk about others work

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to undertake the take home activity

**EXTENSION OF ACTIVITIES**

*Learners to participate in safety education in the school*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- the National flag of Kenya**

**Specific lesson learning outcome.**

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

* identify the colours of the national flag of Kenya as the national symbol
* demonstrate respect for the Kenya national flag as a national symbol
* appreciate the national flag as a symbol of national unity

**KEY INQUIRY QUESTION (s)**

* What are the colours of the National flag of Kenya?
* How could we demonstrate respect for the National flag of Kenya?

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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Digital literacy** | * **Citizenship** * **Respect** * **Love** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

National flag

Flash cards, video clips, learner’s tablets

Learner’s book page 77-79

Our lives today environmental activities Teachers guide pg. 81-82

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learner to read the story of Maria and Baki.

***Step 2:*** Learners to study the flag and answer questions in activity 2

***Step 3:*** Discuss with learners the expected behavior when the flag is being raised. Use the picture on page 78 of learner’s book

***Step 4:*** Ask learners to demonstrate in class how he/she stands when the flag is being raised or lowered.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to show respect for Kenyan national flag

**EXTENSION OF ACTIVITIES**

*Learners to do the take home activity with the help of the parents.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- the National flag anthem of Kenya**

**Specific lesson learning outcome.**

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

* identify occasions when the Kenyan national anthem is sung
* demonstrate etiquette when singing the Kenyan national anthem
* appreciate the importance of the national anthem as a national symbol of unity

**KEY INQUIRY QUESTION (s)**

* on what occasions do we sing the Kenya national anthem?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
| * **Learning to learn** * **Digital literacy** | * **Citizenship** * **Respect** * **Love** * **unity** * **patriotism** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, crayons and Coloured pencils

Posters with the national anthem written on it

Audio clips, learner’s tablets

Learner’s book page 80-83

Our lives today environmental activities Teachers guide pg. 84-86

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Explain to the learners what the national anthem is. Read for them the words of the national anthem in Kiswahili.

***Step 2:*** Play the audio recording

***Step 3:*** Guide learners as they sing the national anthem. Ensure they stand at attention as instructed in activity 2

***Step 4:*** Discuss with the learners the days or occasions when the national anthem is sung

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to show respect for Kenyan national flag as they sing the national anthem

**EXTENSION OF ACTIVITIES**

*Learners to do the take home activity with the help of the parents.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- rights and responsibility of children**

**Specific lesson learning outcome.**

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

* outline child rights and responsibilities in school
* outline the responsibilities of the child in school
* demonstrate responsibilities of a child in school

**KEY INQUIRY QUESTION (s)**

* What are the basic child rights?
* What are the responsibilities of the child in school?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Critical thinking and problem solving** | * **Respect** * **Love** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Flash cards or posters with child rights, dictionary

Manila paper, crayons, Coloured pencils

Copy of the Kenyan constitution

Pictures in the learner’s book

Learner’s book page 84-89

Our lives today environmental activities Teachers guide pg. 87-91

**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 the learners did in Grade one

***Step 2:*** Tell learners that in school children also have rights. Use activity 1

***Step 3:*** Guide learners as they read the story on page 84 of the Learner’s Book.

***Step 4:*** Explore more child rights with learners using activity 2

***Step 5:*** Guide learners to discuss on other child rights

***Step 6:*** Using activity 3 learners to discuss ways in which children can be treated badly in school.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Child rights enable children to be treated with love and respect

**EXTENSION OF ACTIVITIES**

*Learners to talk about child rights with their parents*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- rights and responsibility of children**

**Specific lesson learning outcome.**

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

* outline child rights and responsibilities in school
* outline the responsibilities of the child in school
* demonstrate responsibilities of a child in school

**KEY INQUIRY QUESTION (s)**

* What are the basic child rights?
* What are the responsibilities of the child in school?

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| **Core competencies** | **Values** | **PCIs** |
| * **Digital literacy** | * **Respect** * **Love** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Flash cards or posters with child rights, dictionary

Manila paper, crayons, Coloured pencils

Copy of the Kenyan constitution

Pictures in the learner’s book

Learner’s book page 84-89

Our lives today environmental activities Teachers guide pg. 87-91

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners through activity 4 on responsibilities of children in school

***Step 2:*** Guide learners as they discuss about their other responsibilities in school.

***Step 3:*** Learners to do activity 5, observe pictures and chose ones that show learners doing the right things.

***Step 4:*** Guide learners to do activity 6

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Child rights enable children to be treated with love and respect

**EXTENSION OF ACTIVITIES**

*Learners to talk about child rights with their parents*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- rights and responsibility of children**

**Specific lesson learning outcome.**

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

* outline child rights and responsibilities in school
* outline the responsibilities of the child in school
* demonstrate responsibilities of a child in school

**KEY INQUIRY QUESTION (s)**

* What are the basic child rights?
* What are the responsibilities of the child in school?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Love** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Flash cards or posters with child rights, dictionary

Manila paper, crayons, Coloured pencils

Copy of the Kenyan constitution

Pictures in the learner’s book

Learner’s book page 84-89

Our lives today environmental activities Teachers guide pg. 87-91

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to make the posters and display them in the school noticeboard.

***Step 2:*** Learners to make their own posters on child rights

***Step 3:*** Learners to display their posters on the noticeboard

***Step 4:*** Learners to talk about their work and others

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to do the take home activity with the help of the parents.

**EXTENSION OF ACTIVITIES**

*Learners to talk about child rights with their parents*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- School rules**

**Specific lesson learning outcome.**

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

* Outline the rules that guide conduct in school
* State the importance of school rules
* Participate in making school rules
* Appreciate the importance of obeying school rules for harmonious living.

**KEY INQUIRY QUESTION (s)**

* What are the school rules?
* What is the importance of school rules?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Posters showing the school rules, dictionary

Manila paper, crayons, Coloured pencils

Learner’s tablets

Learner’s book page 90-93

Our lives today environmental activities Teachers guide pg. 92-95

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to observe and read the story in activity 1

***Step 2:*** Using the Baraka Primary school rules presented in activity 2, introduce learners to the concept of school rules.

***Step 3:*** Learners to say at least two rules in their school

***Step 4:*** Learners to share their experience where they broke the school rule using activity 3

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

School rules guide us on what to do in school

Learners to sing song on page 93 during free time

**EXTENSION OF ACTIVITIES**

*Learners to talk about school rules with their parents*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- School rules**

**Specific lesson learning outcome.**

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

* Outline the rules that guide conduct in school
* State the importance of school rules
* Participate in making school rules
* Appreciate the importance of obeying school rules for harmonious living.

**KEY INQUIRY QUESTION (s)**

* What are the school rules?
* What is the importance of school rules?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Posters showing the school rules, dictionary

Manila paper, crayons, Coloured pencils

Learner’s tablets

Learner’s book page 90-93

Our lives today environmental activities Teachers guide pg. 92-95

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to discuss the importance of school rules

***Step 2:*** Guide learners to talk about school rules they would like to have in school

***Step 3:*** Write appropriate ones on the chalkboard

***Step 4:*** Learners to sing the song on page 93 of the learner’s book.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions and so summative exercise.

**EXTENSION OF ACTIVITIES**

*Learners to talk about school rules with their parents*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- leaders in our class**

**Specific lesson learning outcome.**

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

* describe a good class leader
* outline the work of a good class leader
* appreciate good class leadership for harmonious living

**KEY INQUIRY QUESTION (s)**

* Who is a good class leader?
* What is the work of a class leader?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Dictionary

Articles about great young leaders

Learner’s tablets, video clips of great leaders

Learner’s book page 94-95

Our lives today environmental activities Teachers guide pg. 96-98

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Guide learners to read what the children in the pictures are saying about their class leader, Amina. Write the qualities on the chalkboard as the learners read.

***Step 2:*** Explain to the learners that the sentences they read say how Amina is a good leader.

***Step 3:*** Guide learners to say who their class leader is and the things they like about him or her. Write them down.

***Step 4:*** Learners to sing the song on page 93 of the learner’s book.

***Step 5:*** Read to learners the story of Malala as provided in the excerpt on the previous page.

***Step 6:*** Discuss the work of a class leader with the learners. Use activity 2

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Class leaders help us to maintain order in school

**EXTENSION OF ACTIVITIES**

*Learners to undertake the take home activity with the help of parents.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- the school community**

**Specific lesson learning outcome.**

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

* identify members of the school community
* outline the importance of the school community
* work together with members of the school community

**KEY INQUIRY QUESTION (s)**

* Who are the members of the school community?
* What is the importance of the school community?

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| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

School environment, resource person

Dictionary, pictures of members of the school community

Flash cards or posters, learner’s tablets.

Learner’s book page 96-101

Our lives today environmental activities Teachers guide pg. 99-103

**ORGANIZATION OF LEARNING**

Learners to work in pairs/groups

**INTRODUCTION**

Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Ask learners questions if they know some members of the school.

***Step 2:*** Learners to observe pictures in activity 1 on page 96 of the learner’s book

***Step 3:*** Guide learners to list all the people in their school using activity 2

***Step 4:*** Learners to talk about what the people in their school do in activity 3

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Members of the school community are important to us because of what they do for us.

**EXTENSION OF ACTIVITIES**

*Learners to find time and interact with the school community members.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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| --- | --- | --- | --- | --- |
| **SCHOOL** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Neighbourhood- the school community**

**Specific lesson learning outcome.**

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

* identify members of the school community
* outline the importance of the school community
* work together with members of the school community

**KEY INQUIRY QUESTION (s)**

* Who are the members of the school community?
* What is the importance of the school community?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Creativity and imagination** * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

School environment, resource person

Dictionary, pictures of members of the school community

Flash cards or posters, learner’s tablets.

Learner’s book page 96-101

Our lives today environmental activities Teachers guide pg. 99-103

**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:*** Learners to match the sentences with the pictures using activity 4

***Step 3:*** Guide learners to discuss their roles in school. Write the relevant points on the chalkboard.

***Step 4:*** Learners to do the summative exercise

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Members of the school community are important to us because of what they do for us.

**EXTENSION OF ACTIVITIES**

*Learners to undertake the take home activity with the help of the parent/guardian.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in Grade one. Ask them to name the denominations of money that they know.

***Step 2:*** Inform the learners that the lesson will be exploring ways of earning money from things found in the school.

***Step 3:*** Ask the learners to read sentences at the top of page 102

***Step 4:*** Have the learners do activity 1, question 1 in groups.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Have the learners go back to their groups and guide them to do question 2 of activity 1

***Step 3:*** Emphasize to the learners that they should have clear reasons for their choice and have each group present their choice to the rest of the class

***Step 4:*** Guide learners through a video clip of people making items from locally available raw materials

***Step 5:*** Have the learners read the sentences at the bottom of page 102 of the learner’s book.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

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| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Learners to demonstrate how Maria and her friends were planning to use the things found in their school environment to make things for sale.

***Step 3:*** Guide learners in groups to do activity 2

***Step 4:*** Once back in glass guide learners into discussion

***Step 5:*** Ask learners about what they have seen and how they could be used to make other useful items

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Learners to work in groups previously create and let them make a list of the things they have talked about

***Step 3:*** Have a member of each group read aloud their list and other appreciate things listed by other groups.

***Step 4:*** Show learners flash cards of the things that can be used to make other things for sale in the school environment.

***Step 5:*** Ask learners mention the things in the flash cards.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Display the materials on the teacher’s desk

***Step 3:*** Have learners work in the same groups as in the previous lessons

***Step 4:*** Guide learners in making a list of the items that can be made from the things listed previously.

***Step 5:*** Ask learners mention the things in the flash cards.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Display the materials on the teacher’s desk

***Step 3:*** Have learners work in the same groups as in the previous lessons

***Step 4:*** Guide learners in making a list of the items that can be made from the things listed previously.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

Local environment, real objects

Pictures of things made from locally sourced materials

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Guide learners through the process of deciding which item they would wish to make and sell.

***Step 3:*** Encourage learners to vote for the items listed and have each group write down the item they chose to make.

***Step 4:*** Affirm the choice of each group

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

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* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
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**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** | * **Respect** * **Responsibility** * **unity** | **Environmental education** |

**LEARNING RESOURCES**

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Our lives today environmental activities Teachers guide pg. 104-110

**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 the learners did in the previous lesson

***Step 2:*** Have a member of each group read out the item they chose to make. List the items on the chalkboard as they read out

***Step 3:*** Have a member from each group to explain why they chose the item they did.

***Step 4:*** Encourage learners in a discussion on the items listed. Guide learners in discussing a number of criteria that will be important in helping them reach a decision on what to make.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
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**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
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**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 the learners did in the previous lesson

***Step 2:*** Read out the list of items developed in the previous lesson

***Step 3:*** Ask the learners to choose one item to make as a class. Organize them to vote for the items

***Step 4:*** Draw a table on the chalkboard showing the voting process.

***Step 5:*** Have one of the learners read out the completed table. Guide learners into discussion on the item the class has chosen to make.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Ways of making money in school**

**Specific lesson learning outcome.**

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

* identify a viable income generating activity that could be carried out by the class within the school environment
* analyze income generating activities within the school environment
* determine a workable income generating activity for their class
* develop interest in income generating activities within the school environment

**KEY INQUIRY QUESTION (s)**

* What activities could we undertake to generate income for our class?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Imagination and creativity** | * **Respect** * **Responsibility** * **unity** | **Social equity** |

**LEARNING RESOURCES**

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**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 the learners did in the previous lesson

***Step 2:*** Encourage the learners to draw and make as beautiful as possible their drawings.

***Step 3:*** Engage learners in talking about their drawings

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of making money in school.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
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**LEARNING RESOURCES**

Local environment, real objects

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Our lives today environmental activities Teachers guide pg. 111-121

**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 the learners did in the previous lesson

***Step 2:*** Invite a resource person to give a presentation in class. Encourage learners to ask questions.

***Step 3:*** Ask the learners what they have learnt during the presentation.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
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**LEARNING RESOURCES**

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Our lives today environmental activities Teachers guide pg. 111-121

**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 the learners did in the previous lesson

***Step 2:*** Explain to the learners that to be able to do any project, they have to plan properly

***Step 3:*** Ask the learners questions to enable them understand the stage of planning

***Step 4:*** Explain that planning entails choosing a leader to carry the vision of the project as well as coordinate.

***Step 5:*** Take learners through the process of choosing a leader.

***Step 6:*** Remind learners of the qualities of a leader to enable them choose their leader wisely

***Step 7:*** Once a vote is conducted and a leader is chosen, present the leader to the class.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Self-efficacy** | * **Respect** * **Responsibility** * **unity** | **Social equity** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as long grass

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Our lives today environmental activities Teachers guide pg. 111-121

**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 the learners did in the previous lesson

***Step 2:*** Explain that the next step of planning for the project will entail making a list of all the things that need to be done to ensure that the project is completed successfully.

***Step 3:*** Invite learners to suggest the things that need to be done. Write them down on the chalkboard.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
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| **Core competencies** | **Values** | **PCIs** |
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**LEARNING RESOURCES**

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Our lives today environmental activities Teachers guide pg. 111-121

**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 the learners did in the previous lesson (lesson 12)

***Step 2:*** Ask the learners to read out what was agreed upon. Write them down on the chalkboard as the learners list them. Draw a table on the board.

***Step 3:*** Together with the learners, organize the list in terms of the order in which they will be done. Refer to activity 6.

***Step 4:*** Remind the learners that they are responsible for making the item and each individual should be responsible.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Critical thinking and problem solving** * **Self-efficacy** | * **Respect** * **Responsibility** * **unity** | **Financial literacy** |

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**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 the learners did in the previous lesson

***Step 2:*** Explain to the learners that in this lesson they would talk about aspects of the item such as number of items to make and pricing.

***Step 3:*** Ask learner’s questions as you guide them through discussion

***Step 4:*** Remind learners that these are important considerations to make before embarking on such a project.

***Step 5:*** Explain to the learners that once they establish who their customer is, they will be able to agree on a day to sell them

***Step 6:*** Guide learners to agree on these things. Draw the table on a manila paper and pin it on the classroom wall.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Self-efficacy** | * **Respect** * **Responsibility** * **unity** | **Financial literacy**  **Environmental conservation** |

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**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 the learners did in the previous lesson

***Step 2:*** Ask learners to read aloud what is on the Manila paper pinned on the classroom

***Step 3:*** Inform the learners that in this lesson, that they will be getting permission to proceed with the project.

***Step 4:*** Ask learners inquiry questions and tell them to seek formal permission e.g. Using a letter.

***Step 5:*** Guide learners to talk about the content of the letter, Ask them to look at the sample letter on page 106 of the learners book.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
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* Participate in the management of the class income generating activity
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**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
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**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 the learners did in the previous lesson. Pick from this point

***Step 2:*** Draft a letter together with learners. Remind them to keep their letter short and simple

***Step 3:*** Ask them to choose a learners with neat handwriting to write the letter on behalf of the class.

***Step 4:*** Have them choose two or three learners to deliver the letter to the head teacher’s office together with the project leader

***Step 5:*** Inform the learners that it’s important to get feedback before they can start any project.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
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**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
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Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 111-121

**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 the learners did in the previous lesson.

***Step 2:*** Have the learners read out the item they making, from the Manila paper on the classroom wall

***Step 3:*** Ask the learners to suggest the things they will need to make the item. List the things down on the chalkboard

***Step 4:*** Have learners to write down the final list which will be given to the project leader.

***Step 5:*** Ask the learners to suggest where the materials to different learners. Create a central place in the classroom for collecting the materials. Learners to agree when the materials will be collected.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

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**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
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|  |  |  |
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Learner’s book page 102-109

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**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 the learners did in the previous lesson.

***Step 2:*** Have the learners collect the materials

***Step 3:*** As the learners collect the materials the project leader should tick to ensure they have been collected.

***Step 4:*** Learners to observe safety measures as they collect the materials.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

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**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

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**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Think of a business or an item that had not been selling well because of poor marketing. Tell learners a story about it

***Step 2:*** Make connections between the stories and the items they have made.

***Step 3:*** Guide the learners to focus the learners on the target customers

***Step 4:*** Ask them which would be the best way of reaching these customers. Discuss their ideas.

***Step 5:*** Remind them to choose means that are affordable and likely to reach most of the target customers. Use announcements during assembly.

***Step 6:*** Ask the learners to share ideas on how they can communicate about their items during assembly. Suggest a small write-up about the item.

***Step 7:*** Make a list of the things they must mention. Write them on the chalkboard. Have the team leader make a table like this and put the details.

***Step 8:*** Let the class choose a good speaker to speak on their behalf during an appointed assembly.

***Step 9:*** Learners to start selling the item. (page 108)

**SUMMARY**

*Make summary notes/points*

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***Step 1:*** Ask the learners whether they sold all the items. Ask how much they made.

***Step 2:*** Have one of them count the money and tell the class the total amount. Ask the learners whether they are happy with the money earned.

***Step 3:*** Guide learners to discuss all these options and see which one they prefer.

***Step 4:*** Explain to them that in business, people usually put back some of their earnings to grow their business

***Step 5:*** Let the class agree on what they will do with the money.

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***Step 1:*** Ask the learners inquiry questions meant to get learners to talk about their experiences.

***Step 2:*** Give a summary of all the things the learners have said

***Step 3:*** Explain to the learners that the discussion is an opportunity to learn from each other.

**SUMMARY**

*Make summary notes/points*

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Do a brain storming activity with learners.

**LESSON DEVELOPMENT (Assessment as learning)**

***Step 1:*** Ask the learners to write a story about their personal experience of the project. Ask them to keep it short.

***Step 2:*** Ask learners to read out their stories in class. Have the learners appreciate each other’s stories.

***Step 3:*** Learners to read others story.

**SUMMARY**

*Make summary notes/points*

**CONCLUSION (Assessment of Learning)**

Learners to ask and answer questions.

Give learners an assignment.

**EXTENSION OF ACTIVITIES**

*Learners to discuss ways of initiating an income generating project with the parents at home.*

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

**LESSON PLAN ENVIRONMENTAL ACTIVITIES**

**Week: Lesson:**

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

**STRAND/THEME/TOPIC:** *SOCIAL ENVIRONMENT*

**SUBSTRAND/SUB-THEME/SUB-TOPIC: Enterprise Projects-Initiating a class income generating project**

**Specific lesson learning outcome.**

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

* Plan for an income generating activity for the class
* Participate in initiating the class income generating activity
* Participate in the management of the class income generating activity
* Appreciate individual efforts in the success of a group activity

**KEY INQUIRY QUESTION (s)**

* How could we plan for an income generating activity?
* How could we manage the class income generating activity?

|  |  |  |
| --- | --- | --- |
| **Core competencies** | **Values** | **PCIs** |
| * **Communication and collaboration** * **Critical thinking** | * **Respect** * **Responsibility** * **unity** | **Financial literacy**  **Environmental conservation** |

**LEARNING RESOURCES**

Local environment, real objects

Real objects such as long grass

Resource person, flash cards, video clips, learner’s tablets

Learner’s book page 102-109

Our lives today environmental activities Teachers guide pg. 111-121

**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:*** Get feedback on the take home from the learners.

***Step 3:*** Allow the learners time to the exercise on page 109. Check learners work and appreciate 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 discuss ways of initiating an income generating project with the parents at home.*

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