



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

**LIFE SKILLS EDUCATION
GRADE 8**



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

First Published in 2022

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FOREWORD

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The Grade 8 curriculum designs build on competencies attained by learners at the end of Grade 7. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

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PREFACE

The Ministry of Education (MoE) is implementing the second phase of the curriculum reforms with the national roll out of the Competency Based Curriculum (CBC) having been implemented in 2019. Grade 8 is the second level of the Junior Secondary School (JSS) in the new education structure.

Grade 8 curriculum furthers implementation of the CBC from Grade 7. The main feature of this level is a broad curriculum for the learner to explore talents, interests and abilities before selection of pathways and tracks at the Senior Secondary education level. This is very critical in the realisation of the Vision and Mission of the on-going curriculum reforms as enshrined in the Sessional Paper No. I of 2019 whose title is: *Towards Realizing Quality, Relevant and Inclusive Education and Training for Sustainable Development* in Kenya. The Sessional Paper explains the shift from a Content - Focused Curriculum to a focus on **Nurturing every Learner's potential**.

Therefore, the Grade 8 curriculum designs are intended to enhance the learners' development in the CBC core competencies, namely: Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and Imagination, Citizenship, Digital Literacy, Learning to Learn and Self-efficacy.

The curriculum designs provide suggestions for interactive and differentiated learning experiences linked to the various sub strands and the other aspects of the CBC. The curriculum designs also offer several suggested learning resources and a variety of assessment techniques. It is expected that the designs will guide teachers to effectively facilitate learners to attain the expected learning outcomes for Grade 8 and prepare them for smooth transition to the next Grade. Furthermore, it is my hope that teachers will use the designs to make learning interesting, exciting and enjoyable.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework (BECF)*, that responds to the demands of the 21st Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 8 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education,

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 8 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 8 and preparation of learners for Grade 9.

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LESSON ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) **Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) **Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) **Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) **Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) **Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.



- iii) **Promote individual development and self-fulfilment**
Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.
- iv) **Promote sound moral and religious values.**
Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.
- v) **Promote social equality and responsibility.**
Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.
- vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.
- vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.



viii) **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

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LEARNING OUTCOMES FOR MIDDLE SCHOOL

By end of Middle School, the learner should be able to:

1. Apply literacy, numeracy skills and logical thinking appropriately in self-expression
2. Communicate effectively in diverse contexts
3. Apply digital literacy skills appropriately for communication and learning in day to day life
4. Demonstrate social skills, spiritual and moral values for peaceful co-existence
5. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development
6. Practise hygiene, appropriate sanitation and nutrition to promote health
7. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility
8. Manage pertinent and contemporary issues in society effectively
9. Demonstrate appreciation of the country's rich, diverse cultural heritage for harmonious living.

ESSENCE STATEMENT

Life Skills Education is the study of the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. It aims at enhancing the knowledge on and appreciation of oneself, the need to value and promote good interpersonal skills, as well as improving the quality of decisiveness in day to day life. The need for the development and application of life skills is supported by among other theories, Vygotsky's social-cultural development theory that presupposes that learning takes place when learners interact with each other. Learners negotiate meanings with people in the environment and achieve their goals through interacting with teachers, peers, materials and the tone embedded in the context.

Legislative wise, Life Skills Education is anchored on Article 10 of the Constitution of Kenya 2010 that spells out the national values and principles of governance which should guide all citizens. Kenya's third national goal of education, which stipulates that education should promote individual development and self-fulfilment, and the Kenya Vision 2030 provide for Life Skills Education. Further, the National Education Sector Plan (2018- 2022) which builds on successes and challenges of previous sectoral plans, champions a value-based education system and the need to transmit life skills, principles and values for personal, social and



economic development. This learning area equips the learners with psychosocial competencies and interpersonal skills that enable them to empathize with others, communicate effectively, build healthy relationships, make informed decisions, think creatively and critically, solve problems and manage their life healthily and productively. The learning area moves beyond providing information to the development of the whole individual.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Junior Secondary School, the learner should be able to:

1. Develop and maintain responsible personal and interpersonal relationships for harmonious living in society.
2. Possess a sense of self-understanding and self-worth for personal holistic development.
3. Make informed and appropriate decisions in life.
4. Exemplify values and positive attitudes for sustainable living.
5. Appreciate the importance of life skills in addressing challenges of everyday life.



STRAND 1.0: PERSONAL MANAGEMENT SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.1 Self - awareness (<i>Lessons</i>)	By the end of the sub-strand, the learner should be able to: a) describe their personal life goals for self-motivation. b) explain different ways of self-improvement for the attainment of life goals. c) display values for the achievement of their life goals.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to search and discuss the meaning of the term ‘life-goals’. • visualize and share a depiction of themselves in 15 years’ time enjoying some of their life goals • discuss how s/he can improve self to attain life goals • discuss and share values needed for the achievement of personal life goals. 	<ol style="list-style-type: none"> 1. How can I improve myself in order to achieve my life goals? 2. Which values support achievement of my life goals?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: learners work towards achieving their life goals in their day-to-day interactions. • Creativity and imagination: learners visualize and depict images of their future achievements. • Learning to learn: learners they share their self-improvement skills in groups. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Life goals: learners take care of their health. • Violent extremism and radicalization: learners keep focus on and pursue their life goals. • Peer education: learners discuss ways of developing their personal life goals. 				



Values:

- Love: learners interact freely with each other as they discuss their achievements and life goals.
- Integrity: learners discuss self-improvement plans for attaining life goals.
- Respect: learners regard self and others as they pursue and realize their life goals.
- Responsibility: learners work towards the achievement of their life goals.

Link to other Subjects:

Pre-technical and Pre-career studies as learners align their life goals to career paths in life.

Health Education as learners take care of their health as a condition for realizing their personal goals.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe personal goals in life	Confidently describes their personal goals in life	Describes their personal goals in life	Fairly describes their personal goals in life	With prompts describes their personal goals in life
Ability to display self-improvement skills	Consistently displays self-improvement skills	Displays self-improvement skills	To some extent displays self-improvement skills	With prompts displays self-improvement skills
Ability to display values for the achievement of personal life goals.	Consistently displays values for the achievement of their personal goals in life	Displays values for the achievement of their personal goals in life.	Sometimes displays values for the achievement of personal goals in life.	Rarely displays values for the achievement of personal goals in life.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.2 Self-esteem <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: a) explain factors that influence self-esteem in their day-to-day lives b) describe ways of building a healthy self esteem c) exhibit a healthy self-esteem in their interactions d) display values that enhance healthy self-esteem in their day-to-day lives.	The learner is guided to: • use digital devices to search for the factors that affect self-esteem and make a presentation • discuss how to deal with factors that negatively influence their self-esteem and present in class • discuss factors that affect their self esteem and make presentation in class • watch relevant video clips on building a healthy esteem and share the experiences in class • reflect on and journalise an action plan for improving their self-esteem.	1. What influences my self-esteem? 2. How can I improve my self-esteem?
<p>Core Competencies to Be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: learners discuss how to deal with factors influencing esteem. • Digital literacy: learners use digital devices to search for information on self-esteem. • Imagination and creativity: learners journalise on how to improve their self esteem • Self- efficacy: learners work to improve their self-esteem. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Counselling services: learners consult in the processing of dealing and overcoming negative self-esteem. 				



- Personal hygiene: enhanced among learners as they work to improve their self-esteem.
- Health issues: a healthy self-esteem helps learners to cope up with their body changes during adolescence.

Values:

- Self- love: nurtured as learners work to improve their esteem
- Responsibility: learners nurture their self-esteem with accountability networks.

Link to Other Subjects:

Religious Education as learners learn about love.

Health Education as learners discuss aspects of personal hygiene and their contribution to self-esteem

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain factors that influence self-esteem	Comprehensively explains factors that influence self-esteem in their day-to-day lives	Explains factors that influence self-esteem in their day- to-day lives	Fairly explains factors that influence self-esteem in their day-to-day lives	With prompts explains factors that influence self-esteem in their day-to-day lives
Ability to describe ways of building a healthy esteem	Exemplarily describes ways of building a healthy self esteem	Describes ways of building a healthy self-esteem	To some extent describes ways of building a healthy self-esteem	With assistance describes ways of building a healthy self-esteem
Ability to exhibit a healthy self-esteem	Consistently exhibits a healthy self esteem	Exhibits a healthy self-esteem	Sometimes exhibits a healthy self esteem	With assistance exhibits a healthy self esteem



Display values that enhance a healthy self-esteem in their day- to-day lives.	Confidently displays values that enhance a healthy self-esteem in their day- to-day lives.	Displays values that enhance a healthy self-esteem in their day- to-day	To some extent displays values that enhance a healthy self- esteem in their day- to-day lives.	Only with prompts displays values that enhance a healthy self-esteem in their day- to-day lives.
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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.3 Managing Emotions (2 lessons)	By the end of the sub-strand, the learner should be able to: a) describe the possible triggers of emotions in life b) explain the effect of their emotions on self and others c) express their emotions positively in different situations. d) appreciate the role of values in expressing emotions in life.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search for the meaning of terms used in emotional management and present in class ● carry out an ‘Emotional trigger’ activity and share their experiences in class ● discuss possible triggers of emotions and present in class ● discuss how one’s emotions affect self and others ● role-play how/she can apply values to express their emotions positively ● watch video clips on ways of handling different emotional states and share experience in class. 	<ol style="list-style-type: none"> 1. What triggers my emotions? 2. How can I express emotions positively?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Critical thinking and problem-solving: learners discuss and explore triggers of emotions in their lives. ● Self-efficacy: learners identify the effects of their emotions on self and others. ● Learning to learn: learners discuss different situations that trigger emotions so as to manage them. ● Digital literacy: learners use digital devices to search for information on emotional management. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Guidance: learners consult on management of difficult emotions. 				



- Health: learners avoid lifestyle diseases as they adopt positive ways of expressing emotions.
- Counselling and chaplaincy services: learners consult as necessary in managing various emotional seasons positively.

Values:

- Responsibility: learners in dealing with situations that trigger emotions in a liable manner.
- Unity: learners discuss and embrace one another in groups and share in class.
- Social justice: learners share different emotional experiences and accord one another equal opportunities to be heard and attended.

Link to Other Subjects:

- Social Studies as learners discuss factors that affect social cohesion.
- Religious Education as learners discuss different relationships.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe triggers of emotions	Comprehensively describes triggers of emotions in life	Describes the triggers of emotions in life	To some extent describes triggers of emotions in life	With assistance describes triggers of emotions in life
Ability to explain the effect of emotions on self and others	Explicitly explains the effect of their emotions on self and others	Explains the effect of their emotions on self and others	Fairly explains the effect of their emotions on self and others	With guidance explains the effect of their emotions on self and others
Ability to express emotions positively	Confidently expresses their emotions positively	Expresses their emotions positively	Fairly expresses their emotions positively	Only with assistance expresses their emotions positively



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.4 Managing Stress <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe challenges associated with stress management in their life b) explain effects of unmanaged stress in their life c) exhibit positive ways of managing stress in different situations d) apply values necessary for managing stress positively in their life.	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search for the meaning of ‘stress management’ and related terms ● share challenges associated with stress management. ● create and act skits on stress arising from purchase process at shops/retail outlets, illustrating some good practices of shopping ● role play the effects of unmanaged stress in their life and discuss the experiences in class ● watch a video clip showing positive ways of managing stress and share the lessons learnt ● reflect and consider some of the personal issues that cause stress in their day-to-day life, do a plan on how to manage them and journal in note books 	<ol style="list-style-type: none"> 1. How can I manage my stress? 2. What are the consequences of unmanaged stress in my life?



			<ul style="list-style-type: none"> ● engage in an activity that helps manage stress positively e.g. sport, dance and meditation. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: learners perform activities that help in managing stress positively. ● Critical thinking and problem solving: as learners discuss the challenges associated with stress management ● Digital literacy: learners search for meaning of terms using devices. ● Learning to learn: learners explore effects of unmanaged stress in their lives 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health: learners develop holistically as they examine different ways of managing their stress. ● Health: learners would avoid non-communicable (lifestyle) diseases as they perform activities that help in managing their stress positively. ● Non-involvement in risky relationships as learners manage their stress positively 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learners discuss in groups challenges associated with unmanaged stress ● Respect: learners share their experiences in reverence as they watch video clips showing positive ways of managing stress. ● Responsibility: learners reflect and consider some of the personal issues that cause stress in their day-to-day life, do a plan on how to manage them and journal in note books 				
<p>Link to Other Subjects:</p> <p>Integrated Sciences as learners learn how their bodies function</p> <p>Social Studies as learners discuss barriers to social cohesion in society</p>				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe challenges associated with stress management	Comprehensively describes challenges associated with stress management	Describes challenges associated with stress management	Fairly describes challenges associated with stress management	With prompts describes challenges associated with stress management
Ability to explain the effects of unmanaged stress in their life	Exhaustively explains the effects of unmanaged stress in their life	Explains the effects of unmanaged stress in their life	To some extent explains the effects of unmanaged stress in their life	Only with assistance explains the effects of unmanaged stress in their life
Ability to exhibit positive ways of managing stress	Consistently exhibits positive ways of managing stress	Exhibits positive ways of managing stress	Often exhibits positive ways of managing stress	With prompts exhibits positive ways of managing stress



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.5 Resilience <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe situations that require resilience in their day-to-day lives b) manifest characteristics of a resilient person in day-to-day life c) exhibit values that enhance effectiveness in resiliency in day-to-day lives d) appreciate resilience in day-to-day lives. 	The learner is guided to: <ul style="list-style-type: none"> ● search the meaning of resilience, and brainstorm circumstances that require resilience in real life situations and share in class ● story-tell how resilience has been employed in their individual circumstances ● brainstorm characteristics of a resilient person and make a class presentation ● create and act out skits that bring out values that enhance effectiveness in resiliency, and share experiences in class ● watch video clips showing ways of building resilience in different situations and carry out a peer critique in class ● reflect and take stock of moments in day-to-day life where they can apply resilience and journal in their books. 	<ol style="list-style-type: none"> 1. How can one develop resilience in their life? 2. How can one express emotions positively?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Self-efficacy: the learner story-tells how resilience has been employed in their individual circumstances ● Communication and Collaboration: the learner brainstorms situations that require resilience. 				



<ul style="list-style-type: none"> ● Digital literacy: the learner searches for the meaning of resilience and situations that require resilience using digital devices. ● Creativity and Innovation: the learner creates and acts out skits that bring out values that enhance resilience.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Health promotion issues: the learner develops resilience that enhances their capacity for healthy living. ● Peer Education and mentorship: the learner acts out skits with peers that bring out values that enhance resilience. ● Citizenship Education: the learner becomes a tolerant citizen as they develop and practice resilience skills in their life
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: the learner creates and acts out skits together that bring out values that enhance resilience. ● Respect: the learner turns to story-tell how resilience has been employed in their individual circumstances. ● Responsibility: the learner story-tells consciously how resilience has been employed in their individual circumstances.

Suggested Formative Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describes situations that require resilience in their day-to- day lives	Comprehensively describes situations that require resilience in their day-to-day lives	Describes situations that require resilience in their day-to-day lives	To some extent describes situations that require resilience in their day-to-day lives	With cues describes situations that require resilience in their day-to-day lives
Ability to manifest characteristics of a resilient person in day-to-day life	Regularly manifests characteristics of a resilient person in day-to-day life	Manifests characteristics of a resilient person in day-to-day life	Occasionally manifests characteristics of a resilient person in day-to-day life	With assistance manifests characteristics of a resilient person in day-to-day life



Suggested Formative Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to exhibit values that enhance effective resilience in day-to-day lives	Confidently exhibits values that enhance effective resilience in day-to-day lives	Exhibits values that enhance effective resilience in day-to-day lives	Fairly exhibits values that enhance effective resilience in day-to-day lives	With prompts exhibits values that enhance effective resilience in day-to-day lives

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.6 Risky Behaviours <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe risky behaviours in day-to-day lives b) choose ‘good’ over ‘risky’ behaviours in their day-to-lives c) portray values associated with avoidance of risky behaviours in day-to-day life d) appreciate avoidance of risky behaviours in day- to- day lives. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search for the meaning and examples of risky behaviours in their day-to-day life and make presentation in class ● interview an invited resource person to talk about risky behaviours in their day-to-day life ● create and act out skits portraying values that contribute to effective avoidance of risky behaviours in their day-to-day life and share their experiences ● prepare summary points that could be used to facilitate a talk on ‘avoiding risky behaviours as a young person in school’ ● do an audit of own behaviour, classify any risky mannerism, make a plan to overcome it and share with peers in class. 	<ol style="list-style-type: none"> 1. Why is avoidance of risky behaviour beneficial to life? 2. How can one avoid risky behaviours in their day-to-day life?



Core Competencies to be developed:

- Self-efficacy: the learner interviews the invited resource person on how to avoid risky behaviours.
- Communication and Collaboration: the learner interviews the invited resource person on how to avoid risky behaviours
- Critical thinking and problem solving: the learner creates and acts skits that portray values that prevent risky behaviours
- Pedagogical Content Knowledge: the learner gains skills as they prepare learning experiences that could be used to facilitate a lesson on avoiding risky behaviours.

Pertinent and Contemporary Issues (PCIs):

- Health promotion issues: the learner gets knowledge on risky behaviours which help them right decisions
- Counselling services: the learner consult a counsellor on how to avoid risky behaviours
- Citizenship education and good governance: the learner develops effective risky-behaviours avoidance mechanisms as they choose good over bad behaviours.

Values:

- Unity: the learner acts out skits portraying values that contribute to avoidance of risky behaviours in personal management
- Respect: the learner offers others opportunities to act out skits portraying values that help avoid risky behaviours.
- Responsibility: the learner interviews an invited resource person to talk about risky behaviours in their day-to-day life.



Suggested Formative Assessment Rubric					
Indicator	Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe risky behaviours in day-to-day lives		Comprehensively describes risky behaviours in day-to-day lives	Describes risky behaviours in day-to-day lives	To some extent describe risky behaviours in day-to-day lives	With prompts describe risky behaviours in day-to-day lives
Ability to choose good over risky behaviours in their day-to-lives		Consistently chooses good over risky behaviours in their day-to-lives	Chooses good over risky behaviours in their day-to-lives	Occasionally chooses good over risky behaviours in their day-to-lives	With cues chooses good over risky behaviours in their day-to-lives
Ability to portray values associated with avoidance of risky behaviours in day-to-day life		Confidently portrays values associated with avoidance of risky behaviours in day-to-day life	Portrays values associated with avoidance of risky behaviours in day-to-day life	Partly portrays values associated with avoidance of risky behaviours in day-to-day life	With prompts portrays values associated with avoidance of risky behaviours in day-to-day life



STRAND 2.0: INTERPERSONAL RELATIONSHIP SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.1 Healthy relationships <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) explain the effects of their relationships on self and others b) engage in healthy relationships in their day-to-day life c) discern unhealthy relationships in their daily interactions d) exhibit values that enhance healthy relationships in their lives.	The learner is guided to: <ul style="list-style-type: none"> ● examine the effects of their relationships and make class presentations ● act out skits showing the effects of healthy and unhealthy relationships on self and others, and share experiences in class ● watch relevant video clips illustrating both healthy and unhealthy relationships and share experiences in class ● discuss ways of discerning unhealthy relationships in the community and make presentations in class ● role play scenarios that depict values that enhance relationships in school and at home ● do an audit of own relationships in day- to- day life, discern any 	<ol style="list-style-type: none"> 1. How healthy are my relationships? 2. How do relationships affect my life? 3. How can I enhance my relationships?



			unhealthy relationship, make a plan to restore it and share with a peer in class.	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: learners work in groups in the community and service learning. ● Digital literacy: learners use video clips in the learning process. ● Learning to learners: learners identify effects of their relationships on self and others. ● Citizenship: learners focus on relationship issues in the school community 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion as learners engage in healthy relationships in their day- to- day lives. ● Peer education as learners discuss ways of discerning unhealthy relationships in the community and make presentations in class. ● Healthy relationships discourage radicalization, terrorism and violent extremism in society 				
<p>Values:</p> <ul style="list-style-type: none"> ● Responsibility and integrity: learners make choices on relationship matters in accountable ways. ● Social justice: learners get equal opportunities to make their contributions and presentations in class. ● Love: as learners address relationship issues with one another. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> ● Religious Education as learners cite examples of good relationships found in religious documents. ● Social Studies as learners discuss interpersonal relationships for civic consciousness. ● Health Education as learners avoid risky situations in relationships. ● Languages as learners read about relationships in literary texts 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain effects of their relationships	Exemplarily explains effects of their relationships	Explains effects of their relationships	To some extent explains effects of their relationships	With prompts explains effects of their relationships
Ability to engage in healthy relationships	Confidently engages in healthy relationships	Engages in healthy relationships	Fairly engages in healthy relationships	With assistance engages in healthy relationships
Ability to discern unhealthy relationships	Confidently discerns unhealthy relationships	Discerns unhealthy relationships	Fairly discerns unhealthy relationships	With prompts discerns unhealthy relationships
Ability to exhibit values that enhance relationships.	Consistently exhibits values that enhance relationships.	Exhibits values that enhance relationships.	Often exhibits values that enhance relationships.	With cues exhibits values that enhance relationships.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.2 Effective communication <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe the process of effective communication in their interactions b) exhibit effective communication in day-to-day life c) demonstrate values that enhance effective communication in their day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to search for the ‘process of effective communication’ and make presentation in class • role-play scenarios that depicts the process of effective communication and share their experiences. • use pre-sourced product packages with labels and analyse the information displayed to ascertain whether the information on the label communicates clearly. Use the scale: ‘very clear; clear; fairly clear; not clear’ • study pre-selected pictures/ drawings/sketches and photographs that depict effective communication 	<ol style="list-style-type: none"> 1. How do I know that I have communicated effectively? 2. How do values influence my communication?



			<p>and make presentations in class</p> <ul style="list-style-type: none"> • watch/listen to a video clip on the application of values in different contexts • analyse the importance of values in effective communication. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration as learners engage in group discussions. • Digital literacy as learners use digital devices to watch video clips in their lessons. • Learning to learn as learners discuss the process of developing effective communication skills. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Online safety is essential when learners use digital devices to safeguard against cyber insecurity • Peace education as learners convey messages to different audiences effectively. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect is essential for effective communication. • Responsibility is enhanced as learners practice to communicate effectively. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Social Studies as learners engage in peer activities in order to promote unity. • Languages as learners communicate effectively as they discuss literary materials • Business Studies as learners engage in different contexts of business communication 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the process of effective communication	Confidently describes the process of effective communication	Describes the process of effective communication	Fairly describes the process of effective communication	With cues describes the process of effective communication
Ability to exhibit effective communication in day-to-day life	Consistently exhibits effective communication in day-to-day life	Exhibits effective communication in day-to-day life	Sometimes exhibits effective communication in day-to-day life	With prompts exhibits effective communication in day-to-day life



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.3 Negotiation <i>(2 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe the process of enhancing negotiation in different situations display effective negotiation skills in their day-to-day life exhibit values that enhance negotiations in their day-to-day life appreciate the need for negotiation skills in life. 	The learner is guided to: <ul style="list-style-type: none"> discuss the process of enhancing negotiation from real life situation and present in class role play effective negotiation scenarios and share their experience in class watch relevant video clips and discuss the application of values in different context of negotiations reflect on own moments in the recent past when they were involved in negotiation, audit the success rate, make a plan on doing better next time and share with peers in class. 	<ol style="list-style-type: none"> How can I negotiate effectively? How do values influence my negotiations?
Core Competencies to be Developed: <ul style="list-style-type: none"> Learning to learn as learners discuss in groups the process of effective negotiation. Communication and collaboration is enhanced as learners work in groups. Digital literacy as learners use digital devices to search for the process of enhancing negotiation. Imagination and creativity as learners successfully negotiate in different situations 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Negotiation skills are essential in countering radicalisation, terrorism and violent extremism in day-to-day life. 				



- Social cohesion as learners practice effective negotiation in day-to-day life.

Values:

- Respect for one another as they engage in negotiation skilfully.
- Peace building through negotiations amongst themselves.
- Social justice by negotiating successfully to the satisfaction of the parties involved.

Link to Other Subjects:

- Languages as learners negotiate and build consensus through effective communication.
- Religious Education which advocates for people living in peace with one another.
- Sports and Physical Education that provides for people to engage in common games and sports that require striking a common ground.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe the process of enhancing negotiation.	Clearly describes the process of enhancing negotiation.	Describes the process of enhancing negotiation.	Fairly describes the process of enhancing negotiation.	With assistance describes the process of enhancing negotiation.
Ability to display effective negotiation skills.	Consistently displays effective negotiation skills.	Displays effective negotiation skills.	Sometimes displays effective negotiation skills.	With prompts displays effective negotiation skills.
Ability exhibit values that enhance negotiations in their day-to-day life.	Confidently exhibits values that enhance negotiations in their day-to-day life.	Exhibits values that enhance negotiations in their day-to-day life.	Fairly exhibits values that enhance negotiations in their day-to-day life.	With prompts exhibits values that enhance negotiations in their day-to-day life.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.4 Non-Violent conflict resolution <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain consequences of unresolved conflicts in their daily interactions resolve conflicts peacefully in their day-to-day life exhibit values that enhance conflict resolution in real life situations. 	The learner is guided to: <ul style="list-style-type: none"> discuss consequences of unresolved conflicts and make presentations in class role-play scenarios depicting peaceful conflict resolution and share experiences watch video clips on the values that enhance conflict resolution and discuss lessons learnt interview a resource person on values and ways of peaceful conflict resolutions and make notes during presentation reflect and take stock of moments in day-to-day life where they applied peaceful conflict resolution, journal 	<ol style="list-style-type: none"> How does peaceful conflict resolution impact my life? Which real life situations trigger conflict? How do I resolve conflict peacefully?



			in their books and share with a peer in class.	
Core Competencies to be Developed:				
<ul style="list-style-type: none"> ● Self-efficacy as learners role-play scenarios depicting peaceful conflict resolution and share experiences in class. ● Communication and collaboration as learners engage in class discussions 				
Pertinent and Contemporary Issues (PCIs):				
<ul style="list-style-type: none"> ● Non-violent conflict resolution can be applied to address gender- based violence, radicalisation, terrorism and violent extremism. ● Peace building as learners practice non-violent conflict resolution. 				
Values:				
<ul style="list-style-type: none"> ● Respect is enhanced when learners resolve their conflicts peacefully. ● Peace as learners non-violently resolve their conflicts ● Responsibility for dealing with consequences of unresolved conflicts 				
Link to Other Subjects:				
<ul style="list-style-type: none"> ● Social Studies where learners discuss challenges to achieving social cohesion ● Sports and Physical Education where conflicts arising from the activities will be resolved peacefully. ● Languages as learners discuss conflicts that arise in literary texts 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain consequences of unresolved conflicts in their daily interactions	Elaborately explains consequences of unresolved conflicts in their daily interactions.	Explains consequences of unresolved conflicts in their daily interactions.	To some extent explains consequences of unresolved conflicts in their daily interactions	With assistance explains consequences of unresolved conflicts in their daily interactions
Ability to resolve conflicts peacefully in their day-to-day life	Consistently resolves conflicts peacefully in their day-to-day life	Resolves conflict peacefully in their day-to-day life	Occasionally resolves conflict peacefully in their day-to-day life	With cues resolves conflict peacefully in their day-to-day life
Ability to exhibit values that enhance conflict resolution in real life situations.	Consistently exhibits values that enhance conflict resolution in real life situations.	Exhibits values that enhance conflict resolution in real life situations.	To some extent exhibits values that enhance conflict resolution in real life situations.	With prompts exhibits values that enhance conflict resolution in real life situations.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.5 Assertiveness <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> explain factors that influence assertiveness in their day-to-day lives discern obstacles to assertiveness in their day-to-day lives exhibit values useful in enhancing assertiveness in their daily interactions. 	The learner is guided to: <ul style="list-style-type: none"> discuss the factors that influence assertiveness and present in class role-play a situation that depicts overcoming obstacles to assertiveness watch relevant video clips on values that enhance assertiveness and share experiences in class reflect on moments in their past when they needed to be assertive, plan to do it better, journal in their books and share with peers in class. 	<ol style="list-style-type: none"> Which real life situations demand my assertiveness? How do I discern and overcome obstacles to assertiveness in my life?
Core Competencies to be Developed: <ul style="list-style-type: none"> Communication and collaboration as they discuss in class the factors that influence assertiveness. Self-efficacy as learners reflect on moments in their day-to-day life when they needed to be assertive and share with peers. Digital literacy as learners use digital devices to watch video clips on values that enhance assertiveness. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Assertiveness when defending one's gender rights, patriotism and peaceful living. Peer education as learners engage in activities that enhance their assertiveness. 				



- Gender issues as they present scenarios depicting assertiveness e.g. responding to gender-based issues and safe spaces.

Values:

- Respect as learners display assertiveness in different situations respectively.
- Responsibility as learners reflect on moments in their day-to-day life when they needed to be assertive, plan to do it better, journal in their books and share with peers in class.

Link to Other Subjects:

Social Studies as learners assert themselves for peaceful co-existence.

Use of language to communicate values that enhance assertiveness in day-to-day life.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain factors that influence assertiveness in their day-to-day lives	Thoroughly explains factors that influence assertiveness in their day-to-day lives	Explains the factors that influence assertiveness in their day-to-day lives	Fairly explains factors that influence assertiveness in their day-to-day lives	Only with cues explains factors that influence assertiveness in their day-to-day lives
Ability to discern obstacles to assertiveness in their day-to-day life	Confidently discerns obstacles to assertiveness in their day-to-day life	Discerns obstacles to assertiveness in their day-to-day life	Fairly discerns obstacles to assertiveness in their day-to-day life	Only with assistance discerns obstacles to assertiveness in their day-to-day life
Ability to exhibit values useful in enhancing assertiveness in their daily interactions.	Exemplarily exhibits values that enhance assertiveness	Exhibits values that enhance assertiveness	To some extent exhibits values that enhance assertiveness	Only with prompts exhibits values that enhance assertiveness



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationships Skills	2.6 Empathy <i>(1 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe hindrances to empathy in their day-to-day lives display empathy in different situations as required exhibit values that enhance empathy in their daily interactions. 	The learner is guided to: <ul style="list-style-type: none"> discuss and make presentations on hindrances to empathy in class using digital devices role-play scenarios where empathy is being portrayed and reflect on their experiences watch video clips and critic values that enhance empathies reflect on past empathetic moments, journal in their books and share with peers in class for critic. 	<ol style="list-style-type: none"> How can I show empathy to a classmate? How do values help me develop empathy?
Core Competencies to be Developed: <ul style="list-style-type: none"> Communication and collaboration as learners discuss and engage in class discussions on hindrances to empathy. Self-efficacy as learners reflect on past empathetic moments, journal in their books and share with peers in class for critic Digital literacy as learners use digital devices to make presentations on hindrances to empathy. 				
Pertinent and Contemporary Issues (PCIs): <ul style="list-style-type: none"> Social and emotional development as learners engages and practice empathy with one another. Peer education as learners engage in activities that enhance empathy. 				
Values: <ul style="list-style-type: none"> Love is enhanced as learners show empathy to one to another in different circumstances. 				



- Social justice as learners empathise with others.

Link to other Subjects:

- Religious Education as learners draw lessons on empathy from religious books
- Creative Arts as learners device models on empathetic themes in different situations.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe hindrances to empathy in their day-to-day lives	Comprehensively describes hindrances to empathy in their day-to-day lives	Describes hindrances to empathy in their day-to-day lives	To some extent describes hindrances to empathy in their day-to-day lives	Only with assistance describes hindrances to empathy in their day-to-day lives
Ability to display empathy in different situations as required.	Confidently displays empathy in different situations as required.	Displays empathy in different situations as required.	To a certain extent displays empathy in different situations as required.	Only with prompts displays empathy in different situations as required.
Ability to exhibit values that enhance empathy in their daily interactions.	Confidently exhibits values that enhance empathy in their daily interactions.	Exhibits values that enhance empathy in their daily interactions.	Fairly exhibits values that enhance empathy in their daily interactions.	With prompts exhibits values that enhance empathy in their daily interactions.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.7 Managing Peer Influence <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: a) describe ways of resisting negative peer influence in their lives b) discern and resist negative peer influence in their interactions c) exhibit values that enhance resistance to negative peer influence.	The learner is guided to: <ul style="list-style-type: none"> ● discuss ways of resisting negative peer influence in their lives and make presentations in class ● role-play scenarios depicting resistance to negative peer influence and reflect on the experiences. ● use picture cards with scenarios, discuss and propose ways of resisting negative influence ● use digital devices to watch video clips on values that enhance ability to discern and resist negative peer influence. 	<ol style="list-style-type: none"> 1. How does negative peer influence affect my life? 2. How can I discern and resist negative peer influence in my life? 3. What role do values play in enhancing my peer influence?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration as learners discuss ways of resisting peer influence. ● Self-efficacy as learners role-play and make presentations on overcoming barriers to negative peer influence. ● Digital literacy as they use devices to watch clips on values that enhance ability to resist negative peer influence. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Drug and substance abuse may be avoided by resisting negative peer influences ● Irresponsible sexual behaviour may be avoided when learners resist negative peer influences. 				



- Radicalization and violent extremism may be prevented when learners resist negative peer influences.

Values:

- Responsibility as learners positively influence others and make presentations in class.
- Unity as learners discuss in small groups on negative peer influence.
- Social justice as learners participate fairly in group discussions and presentations.
- Respect as learners accept each other’s opinion during discussions and presentations.

Link to Other Subjects:

- Languages as learners analyze comprehension passages and literary texts on negative peer influence
- Sports and Physical Education as learners engage in various activities to avoid negative peer influence
- Business studies as learners discuss ways of engaging in businesses activities guided by values

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe ways of resisting negative peer influence	Explicitly describes ways of resisting negative peer influence	Describes ways of resisting negative peer influence	To some extent describes ways of resisting negative peer influence	Only with assistance describes ways of resisting negative peer influence
Ability to discern and resist negative peer influence in their interactions	Consistently discerns and resists negative peer influence in their interactions	Discerns and resists negative peer influence in their interactions	Sometimes resists negative peer influence in their interactions	With prompts discerns and resists negative peer influence in their interactions
Ability to exhibit values that enhance resistance to negative peer influence	Confidently exhibits values that enhance resistance to negative peer influence	Exhibits values that enhance resistance to negative peer influence	Fairly exhibits values that enhance resistance to negative peer influence	With prompts exhibits values that enhance resistance to negative peer influence



STRAND 3.0: DECISION MAKING SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision Making Skills	3.1 Effective Decision-Making <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> differentiate between impulsive and rational decision making in real life situations make appropriate decisions in managing influences exhibit values in decision making in real life situations. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices to search for the meaning of impulsive and rational decisions and make presentations in class role play scenarios illustrating impulsive and rational decisions and share experiences in class watch a video clip that depicts decision making; discuss and propose ways of dealing with the various influences act out skits on values that enhance decision making and discuss their experience reflect and journal their decision-making experiences in key issues and share with peers in class. 	<ol style="list-style-type: none"> What could hinder effective decision making in my life? How effective are the decision(s) that I make?
Core Competencies to be Developed: <ul style="list-style-type: none"> Digital literacy as learners use digital devices to search for meaning of terms 				



- Communication and collaboration as learners work in groups to role play scenarios illustrating impulsive and rational decision making.
- Imagination and creativity as learners act out a skit on values that enhance decision making

Pertinent and Contemporary Issues (PCIs):

- Guidance and counselling as learners consult on appropriate career paths/choices.
- Counselling services as learner seek support to make decisions during adolescence

Values:

- Respect for self and others is enhanced when learners make the right decisions
- Social justice as fair decisions are made for all
- Integrity as learners make honest decisions

Link to Other Subjects:

- Languages as learners analyse literary texts and make appropriate decisions.
- Health Education as learners make correct decisions in respect to their health.
- Business studies as learners make financial decisions e.g. handling pocket money.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to differentiate between impulsive and rational decision making in real life situations.	Comprehensively differentiates between impulsive and rational decision making in real life situations.	Differentiates between impulsive and rational decision making in real life situations.	Fairly differentiates between impulsive and rational decision making in real life situations.	With cues differentiates between impulsive and rational decision making in real life situations.
Ability to make appropriate decisions in managing influences	Confidently makes appropriate decisions in managing influences	Makes appropriate decisions in managing influences.	Fairly makes appropriate decisions in managing influences	Only with help makes appropriate decisions in managing influences
Ability to exhibit values in decision making in real life situations.	Consistently exhibits values in decision making in real life situations.	Exhibits values in decision making in real life situations.	Sometimes exhibits values in decision making in real life situations.	With prompts exhibits values in decision making in real life situations.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision Making Skills	3.2 Critical thinking skills <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to; <ol style="list-style-type: none"> a) explain essential skills for critical thinking in different situations b) discern hindrances to critical thinking in different circumstances a) appreciate the value of critical thinking in different circumstances. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search for skills which are essential in critical thinking and present in class ● analyse and discuss different types decisions made by a consumer while making purchases ● watch a video clip and discuss how to discern and overcome hindrances to critical thinking ● use optical illusions and models to practise critical thinking skills and share experiences in class ● play relevant games like resolving puzzles, chess as they practice critical thinking skills. 	<ol style="list-style-type: none"> 1. How can I develop my critical thinking skills? 2. How does critical thinking influence my life?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Learning to learn as learners search for information on skills in critical thinking. ● Communication and collaboration as learners work in small groups to analyse different types of decisions made by consumers. ● Digital literacy as learners search for skills which are essential in critical thinking and present in class. 				



Pertinent and Contemporary Issues (PCIs):

- Critical thinking is important in countering radicalisation and violent extremism.
- Career choices as learners need make choices on careers.

Values:

- Respect as learners accept divergent views on optical illusions and the outcomes from the games.
- Social justice as learners participate in group work to improve their critical thinking.
- Responsibility as learners take the initiative to develop own critical thinking skills.

Link to Other Subjects:

Languages as learners apply critical thinking in analysing literary texts.
Pre -Technical Education as learners explore various career options available.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain skills for critical thinking in different situations.	Comprehensively explains the skills for critical thinking in different situations.	Explains the skills in critical thinking in different situations.	To some extent explains the skills in critical thinking in different situations.	Only with assistance explains the skills in critical thinking in different situations.
Ability to discern hindrances to critical thinking in different situations.	Confidently discerns hindrances to critical thinking skills.	Clearly discerns hindrances to critical thinking in different situations.	Fairly discerns hindrances to critical thinking in different situations.	With assistance discerns hindrances to critical thinking in different situations.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision Making Skills	3.3 Creative Thinking <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe ways of developing creative thinking in different contexts b) discern and overcome challenges to creative thinking in their everyday life c) appreciate the importance of values in creative thinking within their environment. 	The learner is guided to: <ul style="list-style-type: none"> ● use digital devices to search for the meaning of terms used in creative thinking then discuss how they apply in real life ● use digital devices to search for ways of developing creative thinking and present in class ● discuss some innovative ways in which entrepreneurs in the same industry have embraced technology for the benefit of consumers ● play relevant games that promote creative thinking and share outcomes with class ● watch relevant video clips on discerning and overcoming challenges on creative thinking and share experiences in class discuss 	<ol style="list-style-type: none"> 1. How can I develop/grow creative thinking skills? 2. What is the role of creative thinking in my life?



			<ul style="list-style-type: none"> ● brainstorm how values enhance creative thinking and make presentations in class 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Imagination and creativity as learners play games that develop creative thinking ● Critical thinking and problem solving as learners reflect on and discover creativity as applied in their personal lives. ● Digital literacy as learners navigate through devices searching for ways of developing creative thinking. ● Communication and collaboration as learners work in groups in class 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Creative thinking in countering radicalisation, terrorism and violent extremism. ● Poverty eradication as learners practice innovative and creative thinking strategies. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Respect as learners are allowed to think differently for their good and that of neighbours. ● Social justice as learners share the available learning materials fairly. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> ● Agriculture as learners innovate ways of tending to their gardens. ● Languages as learners creatively write texts. ● Business studies as learners come up with creative ways of generating income. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe ways of developing creative thinking in different contexts	Comprehensively describes ways of developing creative thinking in different contexts	Describes ways of developing creative thinking in different contexts	Fairly describes ways of developing creative thinking in different contexts	With assistance describes ways of developing creative thinking in different contexts
Ability to discern and overcome challenges to creative thinking in their everyday life	Consistently discerns and overcomes challenges to creative thinking in their everyday life	Discerns and overcomes challenges to creative thinking in their everyday life	Sometimes discerns and overcomes challenges to creative thinking in their everyday life	With cues discerns and overcomes challenges to creative thinking in their everyday life



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision Making Skills	3.4 Problem-Solving skills <i>(2 lesson)</i>	By the end of the sub-strand the learner should be able to: <ol style="list-style-type: none"> explain the rational problem-solving model in different contexts identify obstacles to problem solving in their environment apply effective problem-solving skills in their day-to-day interactions appreciate the role of values in enhancing problem solving in their lives. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices to search for the application of the rational decision-making model, discuss and present in class discuss how to identify hindrances to problem solving and make presentations in class watch video clips on problem-solving in different contexts and critic in class reflect on moments in their past when they needed to solve a personal problem, journal in their books and share with peers in class. 	<ol style="list-style-type: none"> How do I solve problems I face in life? How do values enhance my ability to solve the problems I face in life?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication and collaboration as learners interact and search for knowledge together. Self-efficacy as learners confidently discusses and present in class. Learning to learn as learners explore alternative solutions to different problems in their lives. Digital literacy as learners search for content on rational problem solving from the internet. 				



Pertinent and Contemporary Issues (PCIs):

- Radicalisation and violent extremism is countered as learners apply problem solving skills
- Relationship challenges will be resolved using problem solving skills.
- Good governance in schools as learners develop effective problem-solving skills.

Values:

- Respect for self and others as they discuss in groups on problem solving.
- Responsibility through the modelling of different problem-solving scenarios.

Link to Other Subjects:

Social Studies as learners discuss hindrances to social cohesion

Mathematics as learners solve tasks in different mathematical areas.

Health Education as learners discuss challenges and solutions to non-communicable diseases.

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the rational problem-solving model in different context	Exhaustively explains the rational problem-solving model in different contexts.	Explains the rational problem-solving model in different contexts.	To an extent explains the rational problem-solving model in different contexts.	With assistance explains the rational problem-solving model in different contexts.
Ability to identify obstacles to problem solving in their environment	Consistently identifies obstacles to problem solving in their environment	Identifies obstacles to problem solving in their environment	Sometimes identifies obstacles to problem solving in their environment	With cues identifies obstacles to problem solving in their environment



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to display effective problem-solving skills in their day to day interactions	Confidently displays effective problem-solving skills in their day to day interactions	Displays effective problem-solving skills in their day to day interactions	Fairly displays effective problem-solving skills in their day to day interactions	Only with assistance displays effective problem-solving skills in their day to day interactions

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision-making Skills	3.5 Psychometric Tests <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe types of psychometric tests used in day-to-day life discuss qualities of good psychometric tests in their day-to-day life use appropriate psychometric tests for own evaluation in their day-to-day lives portray values associated with psychometric tests in their day-to-day life appreciate psychometric tests in their day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices to search different types of psychometric tests used in day-to-day life, discuss and make presentations in class discuss qualities of a good psychometric tests in day-to-day life, and make presentations in class search and brainstorm different psychometric tests used in different situations in day-to-day life and present in class brainstorm the process of taking a personality test, self-administer a pre-selected personality test and make presentation in class take psychometric tests related with <i>career choices</i>, and share the results with peers in class 	<ol style="list-style-type: none"> How can one select and use appropriate psychometric tests? What role do values associated with psychometric tests play in one's life?



			<ul style="list-style-type: none"> ● brainstorm value based psychometric tests as used in day-to-day life. 	
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> ● Communication and collaboration: the learner discuss qualities of good psychometric tests in day-to-day life ● Self-efficacy: the learner self-administers pre-selected tests and makes presentation in class ● Digital literacy: the learner uses digital devices to search different types of psychometric tests used in day-to-day life. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Critical thinking and reflection: the learner discuss qualities of good psychometric tests in their day-to-day life ● Social cohesion: the learner brainstorms in groups process of taking psychometric tests in their day-to-day life. 				
<p>Values:</p> <ul style="list-style-type: none"> ● Unity: learner discusses in groups qualities of good psychometric tests used in day-to-day life ● Respect and love: learner appreciate each other's personality types from psychometric tests done ● Social justice: learner is given equal opportunity to make presentations in class on psychometric tests done 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe types of psychometric tests used in day-to-day life	Explicitly describe types of psychometric tests used in day-to-day life	Describes types of psychometric tests used in day-to-day life	To some extent describes types of psychometric tests used in day-to-day life	Only with prompts describes types of psychometric tests used in day-to-day life
Ability to discuss qualities of good psychometric tests in their day-to-day life	Comprehensively discusses qualities of good psychometric tests in their day to day life	Discusses qualities of good psychometric tests in their day to day life	Fairly discusses qualities of good psychometric tests in their day to day life	With cues to discusses qualities of good psychometric tests in their day to day life
Ability to use appropriate psychometric tests for own evaluation in their day to day lives	Confidently uses appropriate psychometric tests for own evaluation in their day to day lives	Uses appropriate psychometric tests for own evaluation in their day to day lives	Fairly appropriate psychometric tests for own evaluation in their day to day lives	With assistance uses appropriate psychometric tests for own evaluation in their day to day lives



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to portray values associated with psychometric tests in their lives	Consistently portrays values associated with psychometric tests in their lives	Portray values associated with psychometric tests in their lives	Sometimes portrays values associated with psychometric tests in their lives	With prompts portray values associated with psychometric tests in their lives

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STRAND 4.0 COMMUNITY SERVICE- LEARNING PROJECT

Introduction

In Grade 8, learners will undertake a CSL project/activity of their own choice from a single or combined learning areas. They will be required to identify a community problem/gap, design a solution(s), plan, implement and account on the same. The CSL projects will be carried out in convenient groups. Learners will build on CSL knowledge, skills and attitudes acquired during Life Skills Education as well as other subjects in Grade 7.

CSL Skills to be Covered:

- i) **Leadership:** Learners develop leadership skills as they undertake various roles during preparation.
- ii) **Financial Literacy and Entrepreneurship Skills:** Learners will gain skills on wise spending, saving and investing for sustained economic growth. They could consider ways of generating income as they undertake the CSL project through innovation ways. Moreover, they could identify business ideas and opportunities as well as resources to meet the needs of the community.
- iii) **Research:** Learners will be expected to identify a problem or pertinent issue in the community and indicate how the problem will be solved. They will also acquire skills on how to report their findings.
- iv) **Communication:** Learners indicate reporting mechanisms to be used during the actual project e.g., how they intend to communicate with members of the community, either online or offline.
- v) **Citizenship:** As learners engage in the CSL activities for this Grade, they will be vested with the rights, privileges and duties of a citizen, hence giving them a sense of belonging and attachment to the nation. They will also be empowered to engage and assume active roles in shaping a more peaceful, tolerant and inclusive society.
- vi) **Life Skills Education:** Learners will be equipped with life skills including decision making, assertiveness, effective communication, problem solving and stress management. This will enable them to manage interpersonal relationships, develop leadership skills as well as discover and grow their talents.



- vii) **Community Development:** Learners will be empowered with skills necessary to effect relevant change including building stronger and more resilient communities.

Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<p>Community Service-Learning Project</p> <p>Note: Learners can identify the gaps/problems in the community for the CSL project by scrutinizing the Pertinent and Contemporary Issues (PCIs) or sub-strands of some learning areas in their context.</p>	<p>By the end of the CSL project, the learner should be able to:</p> <ol style="list-style-type: none"> identify a problem/gap in the community design a solution(s) to the identified problem plan to implement the solution to the identified problem implement the plan for solving the identified problem report/account on the concluded project appreciate the need to be part of the solution to the gaps/challenges in the community. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> brainstorm and identify problems/gaps/opportunities in their school/community that need attention discuss and adapt one identified (problem/gap) for the class/group project and hence state the project title authenticate the problem/gap and hence write down the statement of the problem (a small description of the identified problem) search, discuss and agree on an appropriate solution/way of addressing the identified problem and note down the recommended/ proposed solution discuss and draw a plan of implementing the proposed solution implement the plan prudently to address the identified problem 	<ol style="list-style-type: none"> How does one determine some gaps/needs in the community? Why is it necessary to make adequate preparations before embarking on a project?



		<ul style="list-style-type: none"> ● reflect on the concluded project and submit a summary account/report to the CSL teacher. 	
<p>Key Component of CSL developed:</p> <ol style="list-style-type: none"> Identification of a problem in the community designing solution(s) to the identified problem planning to implement the solution implementing recommended solutions conclude, reflect and report on the project/activity done. 			
<p>Core competencies to be developed</p> <ul style="list-style-type: none"> ● Communication and collaboration: Learners discuss and work various CSL project/activity processes ● Self-efficacy: Learners develop the skills of self- awareness and leadership as they undertake the CSL project ● Creativity and Imagination: Learners come up with creative ways of solving the identified problem in the community ● Critical Thinking and Problem Solving: Learners identify a community need or gaps and explore plausible solutions to address the gaps ● Digital Literacy: Learners use technology as they search for solution to the identified problem in the community ● Learning to Learn: Learners gain new knowledge and skills as they discuss work together to address a community problem in the project ● Citizenship: This is enhanced as learners choose a PCI that needs immediate attention in the community. 			
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> ● Social cohesion as learners discuss possible solutions to the identified issue in groups. 			



- Critical thinking as learners discuss possible solutions to the identified problem in the community.

Values

- Integrity as learners carry out research using digital devices and print media and also use resources in the process of planning to address the community problem.
- Respect as learners engage, discuss, search, plan for the project in the community.
- Unity as learners discuss in small groups on negative peer influence

Assessment Rubric

Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify a problem/gap in the community	Correctly identifies a problem/gap in the community	Identifies a problem/gap in the community	Partially identifies a problem/gap in the community	With assistance identifies a problem/gap in the community
Ability to propose solution(s) to the identified problem	Elaborately proposes solution(s) to the identified problem	Proposes solution(s) to the identified problem	Partly proposes solution(s) to the identified problem	With assistance proposes solution(s) to the identified problem
Ability to design a plan to solve the identified problem	Comprehensively designs a plan to solve the identified problem	Designs a plan to solve the identified problem	Fairly designs a plan to solve the identified problem leaves out some details	With assistance designs plan to solve the identified problem but leaves out many details



Ability to implement the plan for solving the identified problem	Thoroughly implements the plan for solving the identified problem	Implements the plan for solving the identified problem	Partially implements the plan for solving the identified problem	With help implements the plan for solving the identified problem
Ability to report/account on the concluded project	Exhaustively reports/account on the concluded project	Reports/account on the concluded project	Partially reports/account on the concluded project	With help reports/account on the concluded project

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APPENDIX 1: TABLE SHOWING SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON- FORMAL ACTIVITIES

Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
1.0 Personal Management Skills	1.1 Self- Awareness	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist 	<ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Vetted digital resources like TV/video/films/slides/ Internet sources • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Watch or listen to relevant video/TV/radio program/films on self-awareness • Share experiences
	1.2 Self-Esteem	<ul style="list-style-type: none"> a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal records f) Checklists 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Flash cards • Draw charts • Note books 	<ul style="list-style-type: none"> • Watch relevant videos/films/slides • Journaling



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
	1.3 Managing Emotions	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Peer assessments f) Check lists	<ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Vetted digital resources like TV/video/films/slides/ Internet sources • Display boards • Drawing charts • Note books • Photographic pictures and paintings 	<ul style="list-style-type: none"> • Consult with Guidance and counselling services
	1.4 Managing Stress	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Self-evaluation f) Peer assessment	<ul style="list-style-type: none"> • Role playing • Photographs, pictures and paintings • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings 	<ul style="list-style-type: none"> • Participate in sporting activities • Caring for vegetation/plants within the school



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
2.0 Interpersonal Relationship Skills	2.1 Healthy Relationships	<ul style="list-style-type: none"> a) Oral questions b) Written tests c) Project work d) Observation e) Peer assessments f) Self- evaluation g) Group work a) Portfolio h) Project work 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Story telling • Note books • Drawing charts 	<ul style="list-style-type: none"> • Composing patriotic songs and singing them
	2.2 Effective Communication	<ul style="list-style-type: none"> a) Oral questions b) Observations c) Written tests d) Group tasks 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Drawing and displaying charts on directions • Update notice boards • debate on “advertisements mislead consumers”
	2.3 Negotiation Skills	<ul style="list-style-type: none"> a) Oral questions b) Observations c) Written tests 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources 	<ul style="list-style-type: none"> • Compose poems on peace building



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
			<ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	
	2.4 Non-violent Conflict Resolution	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Role-playing social values of various cultural groups • Conduct civic dialogue in the school on peace keeping
	2.5 Assertiveness	a) Oral questions b) Observation c) Written tests d) Checklists	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Journaling 	<ul style="list-style-type: none"> • Participate in debates



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
			<ul style="list-style-type: none"> • Draw charts • Note books 	
	2.6 Empathy	a) Oral questions b) Written tests c) Project work d) Observation e) Peer assessments f) Self- evaluation g) Group work	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	Visit and empathise with different people in school/community
	2.7 Managing Peer Influence	a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project g) Group work	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	Act out skits on peer influences



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
3.0 Decision- Making Skills	3.1 Effective Decision-Making	(a) oral questions (b) written tests (c) observations	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	Participate in mind games such as filling puzzles, cross-words, cards, chess etc
	3.2 Critical Thinking	a) Oral questions b) Written tests	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	<ul style="list-style-type: none"> • Participate in CSL project



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
	3.3 Creative Thinking Skills	a) checklist b) project c) written tests d) oral questions e) aural questions	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	<ul style="list-style-type: none"> • Create and recite poems on pertinent issues in life
	3.4 Problem-Solving Skills		<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	<ul style="list-style-type: none"> • Share real life stories on problem solving



Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Nonformal activities
4.0 Community Service Learning (CSL)	4.1 CSL activity/project	Oral questions a) Check lists b) Project work c) Observation d) Peer assessments e) Self- evaluation f) Group work g) Accomplished projects	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books etc 	<ul style="list-style-type: none"> • Participate in CSL project

