

RATIONALISED CBE LESSON PLANS

GRADE : PP2

TERM : THREE

YEAR :2025

LEARNING AREA: ENVIRONMENTAL ACTIVITIES

TEACHERS NAME:

SCHOOL :

WEEK 1: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

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

1. Name people working in the school for familiarization.
2. Color drawn pictures of people working in the school.
3. Appreciate the people working in the school for harmonious living.

Key Inquiry Question(s):

The learner is guided to:

- Mention people found at school (teachers, security guard, driver, cook).
- Color drawn pictures of people working in the school.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 page 5-6

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the different people who work in the school and discuss their roles.

Step 2: Provide images of the school staff for students to color and label.

Step 3: Facilitate a discussion on the importance of each staff member in the school community.

Step 4: Encourage students to share their appreciation for the school staff and discuss ways to show gratitude.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a thank you card for a school staff member.
- Role-play different scenarios where students interact with different school staff members to deepen understanding and appreciation.

Teacher Self-Evaluation:

WEEK 1: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Name people working in the school for familiarization
2. Color drawn pictures of people working in the school
3. Appreciate the people working in the school for harmonious living

Key Inquiry Question(s):

- Mention people found at school (teachers, security guard, driver, cook)
- Color drawn pictures of people working in the school

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 pages 5-6

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:**

- Introduce different people who work in the school such as teachers, security guard, driver, and cook.
- Discuss the roles and responsibilities of each person.
- Encourage students to ask questions to clarify their understanding.

Step 2:

- Provide coloring sheets with outlined drawings of school staff.
- Instruct students to color the pictures while labeling each person according to their role.

Step 3:

- Facilitate a discussion on the importance of each school staff member in maintaining a functional and harmonious school environment.
- Encourage students to express appreciation for the contributions of these individuals.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a role-playing activity where students act out various school roles.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to interview a school staff member to learn more about their daily responsibilities and challenges.
- Organize a "Meet the Staff" event where students can interact with different school employees and gain a deeper understanding of their roles.

Teacher Self-Evaluation:

WEEK 1: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

- 1.Name people working in the school for familiarization
- 2.Colour drawn pictures of people working in school
- 3.Appreciate the people working in the school for harmonious living

Key Inquiry Question(s):

- Mention people found at school (teachers, security guard, driver, cook)
- Colour drawn pictures of people working in school

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 page 5-6

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different people who work in the school by showing pictures and naming them.

Step 2: Discuss the roles and responsibilities of each person in the school community.

Step 3: Engage students in a drawing activity where they color pictures of the different people working in the school.

Step 4: Facilitate a group discussion on the importance of appreciating and respecting all individuals in the school community.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a role-play where students pretend to be different school staff members.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to interview a school staff member to learn more about their job and responsibilities.
- Organize a school tour where students can interact with different staff members and observe their work in person.

Teacher Self-Evaluation:

WEEK 1: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the people by the work they do in school.
2. Role-play work done by people at school.
3. Appreciate the people working in the school for harmonious living.

Key Inquiry Question(s):

- Walk around the school identifying the people by the work they do.
- Role-play work done by people at school.
- Sing songs about work done by people in the school.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources:

- Mentor Environmental Activities PP2 page 7-8

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Why do people work in school?

- Discuss the reasons why different people work in schools, such as teachers, janitors, and office staff.
- Encourage students to share their thoughts and ideas.

Step 2: Which work is done by people in school?

- Explore the various roles and responsibilities of different individuals working in a school setting.
- Engage students in a role-playing activity where they pretend to be different school staff members.

Step 3: Appreciating the people working in the school.

- Discuss the importance of showing appreciation for the efforts of school staff in creating a harmonious learning environment.
- Encourage students to think of ways they can thank and show gratitude to the people working in their school.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a game or discussion.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Have students create thank you cards or posters for the school staff.
- Organize a visit to different school departments to meet and thank the staff in person.

Teacher Self-Evaluation:

WEEK 1: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the people by work they do in school
2. Role play work done by people at school
3. Appreciate the people working in the school for harmonious living

Key Inquiry Question(s):

- Walk round the school identifying the people by the work they do
- Role play work done by people at school
- Sing songs about work done by people in the school

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 page 7-8

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss why people work in school.

Step 2: Identify and describe different types of work done by people in school.

Step 3: Engage in a role-playing activity where students act out different roles in the school.

Step 4: Discuss the importance of appreciating and respecting the people who work in our school for a harmonious community.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create a mini-drama showcasing the various roles of people in a school setting.
- Have students draw or write thank you cards for a school staff member they appreciate.

Teacher Self-Evaluation:

WEEK 2: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the people by the work they do in school.
2. Role-play work done by people at school.
3. Appreciate the people working in the school for harmonious living.

Key Inquiry Question(s):

- Walk around the school identifying the people by the work they do.
- Role-play work done by people at school.
- Sing songs about work done by people in the school.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 pages 7-8

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss why people work in school.

- Explain that different people work in schools to help create a safe and conducive learning environment

Step 2: Explore the different types of work done by people in school.

- Introduce roles like teachers, janitors, office staff, and discuss their contributions.

Step 3: Engage in a role-play activity where students take on different roles in a school setting.

- Encourage students to act out the responsibilities of various school staff members.

Step 4: Reflect on the importance of appreciating and respecting all school staff for their contributions to harmonious living.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity, such as a quiz or discussion, to reinforce the main topics.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Students can create thank-you cards or messages for different school staff members.
- Conduct a school tour with a focus on different roles and responsibilities of staff.
- Encourage students to interview a staff member about their work in the school.

Teacher Self-Evaluation:

WEEK 2: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: People in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify the people by the work they do in school through role-playing activities.
2. Appreciate the various roles of people working in the school for harmonious living.

Key Inquiry Question(s):

- Walk around the school, identifying different individuals by the work they do.
- Engage in role-playing activities to understand the work done by people in the school.
- Sing songs about the different roles and work done by people in the school.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 page 7-8

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on environmental activities.
- Guide learners to read and discuss relevant content from the learning resources, focusing on understanding the key concepts.

Lesson Development (20 minutes):**Step 1:** Why do people work in school?

- Discuss with students the reasons why people work in a school setting.
- Encourage students to share their thoughts and experiences.

Step 2: Which work is done by people in school?

- Introduce various roles in a school (e.g., teachers, janitors, office staff).
- Engage students in a role-playing activity where they act out these roles.

Step 3: Appreciating the people working in school

- Discuss the importance of each role in creating a harmonious school environment.
- Encourage students to express gratitude towards school staff members.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a role-playing scenario.
- Prepare learners for the next session by providing a preview of upcoming topics or questions for consideration.

Extended Activities:

- Encourage students to create thank-you cards for different school staff members.
- Organize a "Career Day" where students dress up as different school professionals and share information about their roles.

Teacher Self-Evaluation:

WEEK 2: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Name things found in school for familiarisation
2. Draw and colour things found in school
3. Appreciate the things found in school

Key Inquiry Question(s):

- Identify things found in the school (flag, water tank, play materials, materials)
- Draw and colour things found in school
- Model

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- Mentor Environmental Activities PP2 page 10 (home)

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss with learners to identify various things found in their school such as a flag, water tank, play materials, and other materials.

Step 2: Instruct students to draw and colour the things found in their school. Encourage creativity and attention to detail.

Step 3: Discuss the importance and functions of the identified objects found in school. Help students appreciate the roles these things play in their daily school life.

Step 4: Encourage students to create a simple model of their school environment using craft materials or drawings.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to take a nature walk around their school compound to observe and identify more things in their school environment.
- Organize a show-and-tell session where students can talk about the importance of one thing found in their school.

Teacher Self-Evaluation:

WEEK 2: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our School

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

- 1.Name things found in school for familiarization.
- 2.Draw and color things found in school.
3. Appreciate the things found in school.

Key Inquiry Question(s):

- Identify things found in the school (flag, water tank, play materials, materials).
- Draw and color things found in school.
- Model the things found in school.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources:

- Mentor Environmental Activities PP2 page 11-13

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Identifying Things Found in School

- Discuss and list out common items found at school.
- Encourage students to talk about the purpose of these items.

Step 2: Drawing and Coloring

- Provide students with materials to draw and color the things found in school.
- Encourage creativity and attention to detail.

Step 3: Appreciating School Items

- Discuss the importance of each item found in school and how they contribute to learning and play.
- Encourage students to express gratitude for these items.

Step 4: Modeling

- Showcase a simple modeling activity where students can create miniature versions of school items using clay or craft materials.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Preview upcoming topics or questions to consider for the next session.

Extended Activities:

- Encourage students to create a collage of school items using pictures from magazines or newspapers.
- Have a pretend play session where students act out different roles in a school setting to reinforce their understanding of the items found in school.

Teacher Self-Evaluation:

WEEK 2: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Name things found in school for familiarization
2. Draw and color things found in school
3. Appreciate the things found in school

Key Inquiry Question(s):

- Identify things found in the school (flag, water tank, play materials, materials)
- Draw and color things found in school
- Model things found in school

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources:

- Visual aids of items commonly found in school

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on items found in school.
- Guide learners to discuss and identify different objects seen in the school environment.

Lesson Development (20 minutes):

Step 1: Introduce common items found in the school such as a flag, water tank, play materials, and classroom materials.

Step 2: Engage students in a drawing and coloring activity where they draw and color the identified items.

Step 3: Encourage students to share their drawings with the class and explain why they appreciate these items.

Step 4: Discuss the importance of these items in the school environment and how they contribute to a positive learning experience.

Conclusion (5 minutes):

- Summarize key points about the items found in school.
- Conduct a brief interactive activity to reinforce the importance of these items.
- Provide a preview of the next lesson topic and questions for students to consider.

Extended Activities:

- Have students create a mini-exhibition displaying their drawings of school items.
- Conduct a scavenger hunt around the school to locate the identified items.

- Encourage students to write a short story or poem about their favorite item in the school.

Teacher Self-Evaluation:

WEEK 3: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify uses of things found in the school.
2. Match and pair uses of things found in the school.
3. Use things found in the school properly.
4. Appreciate the things found in school.

Key Inquiry Question(s):

- What are the uses of things found in the school?
- How can we match and pair the uses of things found in the school?
- How do we use things found in the school properly?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental ed-

		Education and climate change
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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Observing Things in School**

- Guide students to observe and identify items found in the school environment. Discuss their uses and functions.

Step 2: Matching and Pairing Uses

- Introduce a matching activity where students match items found in school with their correct uses. Encourage discussions to justify choices.

Step 3: Using Things Properly

- Discuss the importance of using items found in school properly and how it contributes to a safe and respectful environment.

Step 4: Appreciating School Resources

- Encourage students to appreciate and care for the things found in the school. Discuss ways they can show respect for school property.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Suggest any grade-relevant extended activities that might help deepen understanding or apply the concepts discussed. For example, students can create a poster showcasing the proper uses of school items.

Teacher Self-Evaluation:

WEEK 3: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify uses of things found in the school.
2. Match and pair uses of things found in the school.
3. Use things found in the school properly.
3. Appreciate the things found in school.

Key Inquiry Question(s):

- What are the uses of things found in the school?
- How can we match and pair uses of things found in the school?
- Why is it important to use things found in the school properly?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental ed-

		Education and climate change
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Learning Resources:

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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Brainstorm with students about different things found in the school and discuss their uses.

Step 2: Conduct a matching activity where students match objects found in the school with their respective uses.

Step 3: Demonstrate proper usage of common school items and encourage students to practice.

Step 4: Discuss the importance of taking care of school supplies and appreciating the resources available.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Ask students to draw or write about a favorite school item and explain its uses.
- Encourage students to create a mini-poster showcasing different items found in the school and how they are used.

Teacher Self-Evaluation:

WEEK 3: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Things in our school

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify uses of things found in the school.
2. Match and pair uses of things found in the school.
3. Use things found in the school properly.
4. Appreciate the things found in school.

Key Inquiry Question(s):

- What are the uses of things found in the school?
- How can we match and pair uses of things found in the school?
- Why is it important to use things found in the school properly?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental ed-

		Education and climate change
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Learning Resources:

- None specified

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on things found in the school.
- Guide learners to read and discuss relevant content related to key concepts.

Lesson Development (20 minutes):

Step 1: Discuss the different things found in the school and brainstorm their potential uses.

Step 2: Engage students in a matching activity where they match items found in the school with their respective uses.

Step 3: Role-play scenarios where students demonstrate the proper use of items found in the school.

Step 4: Reflect on the importance of appreciating and taking care of the things found in school.

Conclusion (5 minutes):

- Summarize key points on identifying uses, matching pairs, and using things properly.
- Conduct a brief interactive activity, such as a scavenger hunt, to reinforce learning.
- Provide a preview of the upcoming topics or questions to consider in the next session.

Extended Activities:

- Create a classroom display showcasing the uses of things found in the school.
- Encourage students to create a "Rules for Using Things in School" poster.
- Conduct a hands-on activity where students explore and identify different items in the school environment.

Teacher Self-Evaluation:

WEEK 3: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Care for School Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Name items used to clean the school environment for healthy living.
2. Draw and color materials used to clean the school environment.
3. Embrace living in a clean environment.

Key Inquiry Questions:

- Mention items used to clean the school environment.
- Draw and color materials used to clean the school environment.
- Improvise cleaning materials (dustbins, sweeping brooms).

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources:

- Page 70

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Identify common cleaning items like brooms and mops.

Step 2: Discuss the importance of using these items for a clean environment.

Step 3: Have students draw and color the cleaning materials.

Step 4: Encourage students to think of ways to improvise cleaning tools like using recycled materials for dustbins and brooms.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Grade-relevant extended activities could include organizing a mini clean-up drive in the school compound, creating posters promoting a clean environment, or role-playing scenarios where students demonstrate proper cleaning techniques.

Teacher Self-Evaluation:

WEEK 3: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Care for School Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Name items used to clean the school environment for healthy living
2. Draw and color materials used to clean the school environment
3. Embrace living in a clean environment

Key Inquiry Question(s):

- Mention items used to clean the school environment
- Draw and color materials used to clean the school environment
- Improvise cleaning materials (dustbins, sweeping brooms)

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:**Organisation of Learning:****Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Introduction to Cleaning Materials

- Show images or real examples of common cleaning tools such as brooms, mops, and dustpans.
- Discuss the importance of using these tools for maintaining a healthy school environment.

Step 2: Drawing and Coloring Activity

- Provide students with paper and coloring materials.
- Ask students to draw and color the cleaning tools they have learned about.
- Encourage creativity and attention to detail.

Step 3: Embracing a Clean Environment

- Facilitate a brief discussion on the benefits of living in a clean environment.
- Encourage students to share their thoughts on why it is important to keep the school environment clean.

Conclusion (5 minutes):

- Summarize key points about cleaning materials and the importance of a clean environment.
- Conduct a brief interactive activity, such as a quiz or a group discussion, to reinforce the main topics covered.
- Preview upcoming topics and questions for the next session.

Extended Activities:

- Encourage students to create a poster promoting cleanliness in the school.
- Organize a clean-up day where students can actively participate in tidying up their school environment.
- Have students conduct a survey on cleaning habits at home and present their findings to the

class.

Teacher Self-Evaluation:

WEEK 4: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Care for School Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify waste materials and items that require disposal in the school.
2. Dispose waste materials appropriately from the school environment.
3. Embrace living in a clean environment.

Key Inquiry Question(s):

- Identify waste materials and items that require disposal in the school.
- Clean the school compound by picking litter and disposing it properly.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and

		climate change
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Learning Resources:

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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Identifying Waste Materials in the School Environment - Show pictures or physical examples of different waste materials commonly found in the school. Discuss with students what they are and where they come from.

Step 2: Proper Waste Disposal Techniques - Explain the importance of proper waste disposal and demonstrate how to segregate and dispose of different types of waste materials in the school environment.

Step 3: Cleaning the School Compound - Engage students in a hands-on activity where they pick litter from the school compound and dispose of it properly in designated bins.

Step 4: Embracing a Clean Environment - Facilitate a discussion on the benefits of living in a clean environment and encourage students to share ways they can contribute to maintaining cleanliness in the school.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a short quiz or group discussion.
- Prepare learners for the next session by providing a preview of upcoming topics or posing questions to consider.

Extended Activities:

- Have students create posters or artwork promoting waste management and cleanliness in the school.
- Organize a school-wide clean-up day where students can actively participate in keeping the school environment clean and tidy.

Teacher Self-Evaluation:

WEEK 4: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL STUDIES			

Strand: Our School

Sub Strand: Care for School Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify waste materials and items that require disposal in the school.
2. Dispose waste materials appropriately from the school environment.
3. Embrace living in a clean environment.

Key Inquiry Question(s):

- What waste materials and items require disposal in the school?
- How can we clean the school compound by picking litter and disposing of it properly?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on caring for our school environment.
- Engage learners in a discussion about the importance of keeping the school clean.
- Guide learners to read and discuss relevant content related to waste management.

Lesson Development (20 minutes):**Step 1: Identifying Waste Materials in School**

- Show pictures or actual examples of waste materials found in the school environment.
- Discuss with the students about different types of waste like paper, plastic, food scraps, etc.

Step 2: Disposing of Waste Appropriately

- Explain the importance of disposing waste properly to maintain a clean environment.
- Demonstrate how to separate waste for recycling, composting, or landfill bins.

Step 3: Cleaning the School Compound

- Organize a school compound cleanup activity where students pick litter.
- Discuss the proper way to dispose of the collected litter and encourage teamwork.

Step 4: Embracing a Clean Environment

- Reflect on the impact of keeping the school environment clean on personal health and well-being.
- Encourage students to take responsibility for maintaining a clean school environment.

Conclusion (5 minutes):

- Summarize key points discussed during the lesson.
- Conduct a brief interactive activity, such as a sorting game with waste items.
- Provide a preview of upcoming topics and questions for the next session.

Extended Activities:

- Create a poster showcasing the importance of waste management in the school.
- Organize a mini recycling project where students can collect recyclable materials at home and bring them to school.

Teacher Self-Evaluation:

WEEK 4: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Care for School Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify waste materials and items that require disposal in the school.
2. Dispose waste materials appropriately from the school environment.
3. Embrace living in a clean environment.

Key Inquiry Question(s):

- Identify waste materials and items that require disposal in the school.
- Clean the school compound by picking litter and disposing of it properly.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:**Organization of Learning:****Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to waste materials found in the school environment (e.g., paper, plastic, food waste).

Step 2: Discussion on why proper disposal of waste materials is important for the environment and health.

Step 3: Demonstration on how to properly dispose of waste materials in designated bins.

Step 4: Interactive activity where students identify and sort different types of waste materials found in the school.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Invite students to conduct a litter clean-up activity in the school compound.
- Encourage students to create posters or presentations on the importance of proper waste disposal in the school environment.

Teacher Self-Evaluation:

WEEK 4: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous objects in the school environment.
2. Draw and color dangerous objects in the school.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- How can we identify dangerous objects in the school environment?
- Can we draw and color dangerous objects in the school?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources: Pages 72-73

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduction to Dangerous Objects

Introduce the concept of dangerous objects in the school environment. Discuss examples such as sharp objects, electrical outlets, and slippery floors.

Step 2: Identifying Dangerous Objects

Engage students in a classroom scavenger hunt to identify dangerous objects within the school premises. Encourage students to work in pairs or small groups.

Step 3: Drawing and Coloring

Provide students with drawing materials and ask them to depict the dangerous objects they identified earlier. Emphasize the importance of using colors that stand out to signify danger.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a quick quiz or group discussion on safety measures.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Students can create safety posters for the school displaying the dangerous objects they have identified and ways to stay safe.
- Role-playing scenarios where students act out how to safely navigate potential hazards in the school environment.

Teacher Self-Evaluation:

WEEK 4: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous objects in the school environment.
2. Draw and colour dangerous objects in the school.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- What are some dangerous objects found in the school environment?
- Can you draw and colour these dangerous objects accurately?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on school safety.
- Engage students in a discussion about the importance of identifying and avoiding dangerous objects in their school environment.

Lesson Development (20 minutes):

Step 1: Discuss with students the types of dangerous objects that can be found in the school environment such as sharp objects, slippery floors, and exposed electrical wires.

Step 2: Show images or examples of these dangerous objects and explain why they pose a risk to safety.

Step 3: Have students participate in a drawing and colouring activity where they illustrate these dangerous objects.

Step 4: Encourage students to share their drawings and discuss why safety precautions are essential in the school setting.

Conclusion (5 minutes):

- Recap the key points discussed during the lesson.
- Conduct a short interactive activity where students identify hazards in a given scenario.
- Preview the next session by introducing the topic of emergency procedures in the school environment.

Extended Activities:

- Assign students a safety inspection task where they identify potential hazards in different areas of the school and suggest ways to address them.
- Have students create safety posters that highlight the importance of being cautious and aware of dangerous objects in the school.

Teacher Self-Evaluation:

WEEK 5: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous objects in the school environment.
2. Draw and color dangerous objects in the school.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- What dangerous objects can be found in the school environment?
- How can we draw and color dangerous objects to raise awareness?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on safety measures in the school environment.
- Engage learners in a discussion about the importance of recognizing and avoiding dangerous objects in school.

Lesson Development (20 minutes):

Step 1: Brainstorm with students and make a list of potential dangerous objects commonly found in the school environment (e.g., sharp objects, slippery floors, electrical sockets).

Step 2: Discuss the visual representation of these objects and guide students to draw and color them on paper. Encourage creativity and attention to detail.

Step 3: Present real-life scenarios where these dangerous objects can cause harm, reinforcing the need for safety awareness.

Step 4: Engage students in a group activity where they identify dangerous objects shown in pictures or real-life settings.

Conclusion (5 minutes):

- Summarize the key points about recognizing dangerous objects in the school environment.
- Conduct a quick quiz or game to reinforce learning outcomes.
- Preview upcoming topics on school safety for the next session.

Extended Activities:

- Encourage students to create a safety poster for the school highlighting the dangers and precautions to be taken.
- Organize a safety walk around the school premises to identify and report any dangerous objects or situations.

Teacher Self-Evaluation:

WEEK 5: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous activities in the school environment.
2. Recognize strangers in the school environment.
3. Understand and acknowledge the importance of safety in the school environment.

Key Inquiry Question(s):

- What activities are considered dangerous in the school environment?
- How can we deal with strangers in the school?
- Why is it important to use school facilities properly?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources: Pages 77-80**Organisation of Learning:****Introduction (5 minutes):**

- Review the previous lesson on safety in the school environment.
- Guide learners to read and discuss relevant content from pages 77-80, emphasizing key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and brainstorm dangerous activities in the school environment (e.g., running in corridors, playing on stairs).

Step 2: Watch a video clip showing dangerous scenarios in the school setting and discuss how to stay safe.

Step 3: Role-play scenarios on dealing with strangers in the school environment.

Step 4: Demonstrate and practice using school facilities properly (e.g., using playground equipment safely).

Conclusion (5 minutes):

- Summarize the key points learned about school safety and the importance of recognizing dangers.
- Conduct a brief interactive activity (e.g., a quiz or group discussion) to reinforce key concepts.
- Provide a preview of the next lesson and encourage students to think about upcoming topics or questions.

Extended Activities:

- Create safety posters for different areas of the school.
- Role-play various safety scenarios with classmates to reinforce learning.
- Conduct a school safety walk to identify potential hazards and discuss ways to address them.

Teacher Self-Evaluation:

WEEK 5: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous activities in the school environment.
2. Recognize strangers in the school environment.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- What are some dangerous activities in the school environment?
- How can we deal with strangers in the school setting?
- Why is safety important in the school environment?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on safety in the school environment.
- Facilitate a discussion on the importance of being safe at school.

Lesson Development (20 minutes):**Step 1: Identifying Dangerous Activities**

- Brainstorm with students on potential dangerous activities in the school.
- Display a video clip showing dangerous situations and discuss them.

Step 2: Dealing with Strangers

- Engage students in a role-play activity on how to handle encounters with strangers.

Step 3: Using School Facilities Properly

- Educate students on the correct and safe use of school facilities.

Step 4: Safety Measures

- Discuss safety protocols and emergency procedures that should be followed in the school.

Conclusion (5 minutes):

- Recap the key points about safety in the school environment.
- Conduct an interactive activity, such as a safety quiz or scenario-based discussion.
- Provide a preview of the next session's topics on safety and security.

Extended Activities:

- Assign students to create safety posters for different areas of the school.
- Conduct a school-wide safety inspection and encourage students to report any potential hazards.

Teacher Self-Evaluation:

WEEK 5: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify dangerous activities in the school environment.
2. Identify strangers in the school environment.
3. Acknowledge the need for safety measures in the school environment.

Key Inquiry Question(s):

- What are dangerous activities in the school?
- How can we deal with strangers in the school environment?
- Why is safety important in our school?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on school safety.
- Encourage learners to read and discuss relevant content from the learning resources to grasp key concepts.

Lesson Development (20 minutes):**Step 1: Identifying Dangerous Activities**

- Discuss with students what activities they think are dangerous in the school environment.

Step 2: Dealing with Strangers

- Watch a video clip showing scenarios with strangers in the school setting.

Step 3: Using Facilities Properly

- Role-play and dramatize scenarios on using school facilities safely.

Step 4: Recap and Discussion

- Review key points from each step and discuss the importance of practicing safety in school.

Conclusion (5 minutes):

- Summarize key points learned during the lesson.
- Conduct a brief interactive activity to reinforce safety strategies.
- Provide a preview of the next session's topics or questions for further consideration.

Extended Activities:

- Encourage students to draw pictures of safe practices in the school.
- Create a safety poster together as a class to display in the school.
- Encourage students to share safety tips with their families at home.

Teacher Self-Evaluation:

WEEK 5: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify strangers in the school environment.
2. Tell what to do when dealing with strangers for safety.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- Describe who are strangers.
- Discuss what to do when dealing with strangers for safety.
- Recite poems related to safety.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources: None specified

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on safety awareness.
- Guide learners to read and discuss relevant content from the learning resources, focusing on the key concepts of identifying strangers and staying safe.

Lesson Development (20 minutes):

Step 1: Define and discuss what strangers are and why it's important to be cautious around them.

Step 2: Role-play scenarios where children practice how to respond when approached by strangers.

Step 3: Teach safety tips and strategies for dealing with unfamiliar individuals.

Step 4: Engage in a group discussion on the importance of seeking help from trusted adults when feeling unsafe.

Conclusion (5 minutes):

- Summarize the key points discussed during the lesson, emphasizing the significance of staying safe at school.
- Conduct a brief interactive activity such as a safety game or a storytelling session related to strangers and safety.
- Provide a preview of the upcoming topics and questions to consider for the next session.

Extended Activities:

- Encourage students to create safety posters or drawings depicting ways to stay safe in the school environment.
- Introduce a classroom safety buddy system where students can look out for each other when outside the classroom.
- Share safety songs or rhymes that reinforce the concept of stranger danger and personal safety.

Teacher Self-Evaluation:

WEEK 6: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the Environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify strangers in the school environment.
2. Explain what to do when dealing with strangers for safety.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- Describe who are strangers.
- Discuss what to do when dealing with strangers for safety.
- Recite poems related to safety.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1:** Who are strangers?

- Discuss and identify who strangers are in the school environment

Step 2: Dealing with strangers for safety

- Explain safety measures and actions to take when encountering strangers.

Step 3: Acknowledging the need for safety

- Engage students in a conversation about the importance of safety in the school environment.

Step 4: Poems related to safety

- Have students recite and discuss poems related to safety.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Role-playing scenarios of dealing with strangers in the school.
- Creating safety posters or slogans for the school environment.

Teacher Self-Evaluation:

WEEK 6: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Safety in the environment

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify strangers in the school environment.
2. Explain what to do when dealing with strangers for safety.
3. Acknowledge the need for safety in the school environment.

Key Inquiry Question(s):

- Who are strangers?
- What to do when dealing with strangers for safety?
- Recite poems related to safety.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and cli-

		mate change
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Learning Resources:

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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Define what strangertus are and where they may be found in the school environment.

Step 2: Discuss the importance of being cautious around strangers and identifying potential risks.

Step 3: Role-play scenarios where learners practice what to do when approached by a stranger.

Step 4: Brainstorm and create safety posters or drawings highlighting ways to stay safe and avoid dangerous situations with strangers.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage learners to write a short story or dialogue about a situation involving strangers and safety.
- Create a safety pledge that students can recite daily to reinforce the importance of being cautious around strangers.

Teacher Self-Evaluation:

WEEK 6: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different weather conditions.
2. Draw different weather conditions.
3. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- Talk about different weather conditions (cloudy, windy, sunny, rainy).
- Draw and color different weather conditions appropriately.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources: page 53

Organisation of Learning:

Introduction (5 minutes):

- Review the previous lesson on weather.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing understanding of key concepts.

Lesson Development (20 minutes):

Step 1: Discuss and identify different weather conditions (sunny, rainy, windy, cloudy).

Step 2: Demonstrate how to draw and label each weather condition.

Step 3: Provide materials for learners to practice drawing different weather conditions.

Step 4: Engage learners in a discussion on the importance of understanding and appreciating various weather conditions in our environment.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity where learners can share their drawings and explain their weather choices.
- Preview upcoming topics or questions for the next session.

Extended Activities:

- Encourage learners to create a weather journal where they document the weather each day for a week, including drawings and descriptions.
- Ask learners to observe the weather outside their windows and write a short paragraph describing the current weather conditions.

Teacher Self-Evaluation:

WEEK 6: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different weather conditions
2. Draw different weather conditions
3. Appreciate different weather conditions in the environment

Key Inquiry Question(s):

- Talk about weather conditions (cloudy, windy, sunny, rainy)
- Draw and color different weather conditions appropriately

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:

- No specific resources mentioned.

Organization of Learning:**Introduction (5 minutes):**

- Review the previous lesson on weather and its importance.
- Engage learners to discuss and share their understanding of different weather conditions.

Lesson Development (20 minutes):

Step 1: Discuss with learners what weather is currently like outside the classroom. Is it sunny, cloudy, rainy, or windy?

Step 2: Guide learners to draw and color the current weather condition they observed.

Step 3: Introduce different weather conditions such as sunny, cloudy, windy, and rainy. Discuss the characteristics of each weather type.

Step 4: Encourage learners to draw and color each of the different weather conditions, emphasizing the unique features of each.

Conclusion (5 minutes):

- Summarize the main points discussed during the lesson - different weather conditions, drawing, and coloring.
- Conduct a brief interactive activity where learners can share their drawings and explain their choices.
- Preview the upcoming topics on seasons or day and night cycles for the next session.

Extended Activities:

- Encourage learners to create a weather chart for the week and update it daily.
- Ask learners to write a short weather report describing the current weather conditions in their locality using the vocabulary learned.

Teacher Self-Evaluation:

WEEK 6: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub-Strand: weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different weather conditions.
2. Draw different weather conditions.
3. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- Talk about weather conditions (cloudy, windy, sunny, rainy).
- Draw and colour different weather conditions appropriately.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on weather conditions.
- Guide learners to read and discuss relevant content on different weather conditions, emphasizing the key concepts.

Lesson Development (20 minutes):

Step 1: Discuss different types of weather conditions such as sunny, rainy, cloudy, and windy.

Step 2: Demonstrate how to draw and color each weather condition on paper.

Step 3: Engage students in a hands-on activity where they draw their favorite weather condition.

Step 4: Share and discuss the drawings as a group, emphasizing the uniqueness of each student's interpretation.

Conclusion (5 minutes):

- Summarize key points learned about different weather conditions.
- Conduct a brief interactive activity where students label the weather conditions they drew.
- Preview upcoming topics or questions for the next session to keep students engaged.

Extended Activities:

- Encourage students to create a mini weather journal where they record the weather conditions each day for a week.
- In pairs or small groups, have students create a weather forecast presentation with drawings and descriptions of different weather conditions.

Teacher Self-Evaluation:

WEEK 7: LESSON 1

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify different weather conditions.
2. Draw different weather conditions.
3. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- Talk about weather conditions (cloudy, windy, sunny, rainy).
- Draw and color different weather conditions appropriately.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):**Step 1: Observing Weather Conditions**

- Discuss different weather conditions, such as cloudy, windy, sunny, and rainy.
- Encourage students to look outside or imagine the current weather condition.
- Ask students to describe what they see or feel about the weather.

Step 2: Drawing Weather Conditions

- Provide students with drawing materials.
- Instruct students to draw and color different weather conditions they discussed.
- Encourage creativity and attention to detail in their drawings.

Step 3: Sharing Drawings

- Allow students to share their drawings with the class.
- Discuss similarities and differences in their interpretations of weather conditions.
- Promote peer-to-peer learning and feedback.

Step 4: Reflecting on Weather Appreciation

- Engage students in a discussion about the importance of different weather conditions in our environment.
- Encourage students to appreciate the beauty and significance of weather changes.
- Foster a sense of curiosity and wonder about the natural world.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a weather-themed game or quiz.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to keep a weather journal for a week, recording daily observations and drawings of weather conditions.
- Create a weather chart in the classroom where students can update the weather daily and discuss any patterns they notice.

Teacher Self-Evaluation:

WEEK 7: LESSON 2

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify weather symbols on the weather chart.
2. Observe weather conditions in the immediate environment.
3. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- How can we identify weather symbols on the weather chart?
- How can we observe weather conditions in the immediate environment?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources: 54**Organisation of Learning:****Introduction (5 minutes):**

- Review the previous lesson on weather conditions.
- Encourage students to read and discuss relevant content from the learning resources to understand key concepts.

Lesson Development (20 minutes):

Step 1: Introduce different weather symbols and discuss their meanings.

- Example: "What does a sun symbol represent on a weather chart?"

Step 2: Engage students in identifying weather symbols on a weather chart.

- Show them images and ask them to match the symbols with the corresponding weather conditions.

Step 3: Conduct a short outdoor activity where students observe and record the current weather conditions in their immediate environment.

Step 4: Discuss the importance of appreciating and understanding different weather conditions in our environment.

Conclusion (5 minutes):

- Summarize key points about weather symbols and conditions.
- Conduct a brief interactive activity where students quiz each other on weather symbols and their meanings.
- Provide a preview of the next lesson on weather patterns or seasons.

Extended Activities:

- Encourage students to create their weather chart at home, using symbols they learned in class.
- Ask students to keep a weather journal for a week, recording daily weather conditions and how they feel about different weather types.

Teacher Self-Evaluation:

WEEK 7: LESSON 3

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify weather symbols on the weather chart.
2. Observe weather conditions in the immediate environment.
3. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- How can we identify weather symbols on the weather chart?
- How can we observe weather conditions in the immediate environment?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and

		climate change
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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on weather symbols and conditions.
- Guide learners to read and discuss relevant content about weather symbols and conditions, focusing on key concepts.

Lesson Development (20 minutes):

Step 1: Introduce various weather symbols and their meanings.

Step 2: Engage students in identifying and interpreting weather symbols on a chart.

Step 3: Conduct a weather observation activity in the schoolyard or through pictures/videos.

Step 4: Discuss and compare different weather conditions observed.

Conclusion (5 minutes):

- Summarize key points about weather symbols and conditions.
- Conduct a brief interactive activity (e.g., matching symbols to weather conditions).
- Preview upcoming topics or questions for the next lesson.

Extended Activities:

- Have students create their own weather chart with symbols and descriptions.
- Ask students to keep a weather journal for a week, recording daily observations and symbols.

Teacher Self-Evaluation:

WEEK 7: LESSON 4

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify weather symbols on the weather chart.
2. Identify activities associated with different weather conditions.
3. Observe weather conditions in the immediate environment.
4. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- Identify weather symbols on the weather chart.
- Observe weather conditions in the immediate environment.

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental education and climate change

Learning Resources:**Organisation of Learning:****Introduction (5 minutes):**

- Review the previous lesson.
- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

Lesson Development (20 minutes):

Step 1: Introduce the concept of weather symbols and their meanings. Show examples of common weather symbols and ask students to identify them.

Step 2: Discuss activities associated with different weather conditions. Engage students in a discussion about what they can do on a sunny day versus a rainy day.

Step 3: Take students outside to observe the weather conditions in the immediate environment. Have them describe the weather using appropriate terms.

Step 4: Facilitate a group activity where students match weather symbols to the corresponding weather conditions.

Conclusion (5 minutes):

- Summarize key points and learning objectives achieved during the lesson.
- Conduct a brief interactive activity to reinforce the main topics, such as a weather symbol matching game.
- Prepare learners for the next session with a preview of upcoming topics or questions to consider.

Extended Activities:

- Encourage students to create their own weather charts using symbols they have learned in class.
- Have students keep a weather journal for a week, recording the weather conditions they observe each day.

Teacher Self-Evaluation:

WEEK 7: LESSON 5

SCHOOL	LEVEL	LEARNING AREA	DATE	TIME	ROLL
	PP2	ENVIRONMENTAL ACTIVITIES			

Strand: Our School

Sub Strand: Weather

Specific Learning Outcomes:

-By the end of the lesson, learners should be able to:

1. Identify weather symbols on the weather chart.
2. Identify activities associated with different weather conditions.
3. Observe weather conditions in the immediate environment.
4. Appreciate different weather conditions in the environment.

Key Inquiry Question(s):

- How can we identify weather symbols on the weather chart?
- How can we observe weather conditions in our immediate environment?

Core competencies	Values	PCIs
• Learning to learn • Communication and collaboration • Digital literacy • Critical thinking and problem solving	• Unity • Love • Patriotism • Responsibility • Peace • Social justice	• Learner support programmes • Social cohesion • Nationalism • Financial literacy • Developmental perspective • Personal hygiene • Safety and security • Disaster and risk reduction • Environmental ed-

		Education and climate change
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Organisation of Learning:**Introduction (5 minutes):**

- Review the previous lesson on weather conditions.
- Engage students in a discussion about different types of weather and how they impact our daily activities.

Lesson Development (20 minutes):

Step 1: Introduce students to weather symbols and discuss what each symbol represents. Show examples and ask students to identify different symbols.

Step 2: Engage students in a hands-on activity where they create their own weather chart with symbols for sunny, rainy, cloudy, etc.

Step 3: Take students outside to observe the current weather conditions. Ask them to describe what they see and match it to the appropriate weather symbol on their chart.

Step 4: Discuss the impact of different weather conditions on our daily activities. Have students share how they adapt to different weather situations.

Conclusion (5 minutes):

- Summarize key points learned during the lesson about weather symbols and conditions.
- Conduct a quick quiz where students match weather symbols to their meanings.
- Preview the next lesson on weather patterns or seasonal changes.

Extended Activities:

- Have students create a weather journal where they record daily weather conditions for a week.
- Conduct a class experiment to observe how weather changes throughout the day.

Teacher Self-Evaluation: