

RATIONALISED CBE LESSON PLANS

GRADE : TWO

TERM : THREE

YEAR :2025

LEARNING AREA: ENVIRONMENTAL ACTIVITIES

TEACHERS NAME:

SCHOOL :.....

WEEK 1

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in initiating the class income-generating activity.
- Observe pictures of different income activities.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity? How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 106)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 114)
- Pictures, local environment, resource person, video clips

ORGANISATION OF LEARNING: Learners will work in groups and as a whole class.

INTRODUCTION The teacher will start a discussion by asking learners what they understand by "earning money" and show pictures of different simple income-generating activities (e.g., selling vegetables, making crafts).

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Look at pictures of different income-generating activities and discuss what is happening in each picture.

STEP 2: In groups, brainstorm ideas for a simple income-generating project they could do as a class.

STEP 3: Listen to a resource person (or the teacher) explain the importance of planning before starting a project.

STEP 4: As a class, discuss the importance of everyone working together for the project to be successful.

CONCLUSION The teacher will summarize the ideas shared by the groups and ask questions to check for understanding on why planning and teamwork are important for a project.

EXTENDED ACTIVITIES Learners to ask their parents or guardians about simple income-generating activities they know of.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in initiating the class income-generating activity.
- Seek permission to undertake the project.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 106)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 115-116)
- Resource person (e.g., Headteacher)

ORGANISATION OF LEARNING: Learners will participate in a class discussion and a role-playing activity.

INTRODUCTION The teacher will review the project ideas from the previous lesson and ask the class: "If we decide on a project, what is the first important step we must take in the school?" This will lead to the topic of seeking permission.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss as a class why it is important to ask for permission from the school administration before starting a project.

STEP 2: Role-play a scenario where a few learners (representing the class) go to the Headteacher's office to explain their project idea and ask for permission.

STEP 3: Listen to the teacher explain the correct way to ask for permission politely and clearly.

STEP 4: In groups, draft a simple letter or verbal request for permission for their chosen project idea.

CONCLUSION A group will present their request for permission to the class (with the teacher acting as the Headteacher). The teacher will provide feedback and summarize the key points of seeking permission.

EXTENDED ACTIVITIES Learners to practice asking for permission at home for simple things, like using a specific item or visiting a friend.

REFLECTION ABOUT THE LESSON

.....
.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in initiating the class income-generating activity.
- Seek permission to undertake the project.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 106)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 116)
- Chart paper, markers

ORGANISATION OF LEARNING: Learners will work as a whole class and in groups.

INTRODUCTION The teacher will announce that "permission has been granted" for the class project. The teacher will then ask, "Now that we have permission, what is the next step in our plan?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: As a class, finalize the specific income-generating project they will undertake (e.g., making beaded keyholders, planting and selling seedlings).

STEP 2: Discuss the importance of having a clear plan for the project.

STEP 3: In groups, brainstorm the different tasks that need to be done for the project (e.g., getting materials, making the items, selling them).

STEP 4: Each group will present their list of tasks, and the teacher will help compile a master plan on a chart.

CONCLUSION The teacher will review the master plan with the class, emphasizing that every step is important and every person's contribution is needed.

EXTENDED ACTIVITIES Learners to draw one step of the project plan in their books.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Discuss the materials needed to make the project item.
- Discuss how to collect the needed materials.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 116-117)
- Samples of materials (if available), pictures, charts

ORGANISATION OF LEARNING: Learners will work in groups and as a whole class.

INTRODUCTION The teacher will show the class a finished sample of the item they plan to make (or a picture of it) and ask, "What things do we need to make this?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, look at the sample item or picture and list all the materials needed to make it.

STEP 2: Each group will share their list, and the teacher will create a complete list of materials on the board.

STEP 3: Discuss as a class where and how they can get these materials (e.g., buying, collecting from the environment, asking for donations).

STEP 4: Assign responsibilities to different groups or individuals for collecting specific materials.

CONCLUSION The teacher will review the final list of materials and the collection plan, emphasizing safety during the collection of materials.

EXTENDED ACTIVITIES Learners to bring one locally available material from home (with permission) that can be used for the project.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Discuss the materials needed to make the project item.
- Participate in collecting the project materials.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Collection boxes, labels, materials brought by learners

ORGANISATION OF LEARNING: Learners will engage in a practical group activity.

INTRODUCTION The teacher will start by appreciating the learners who brought materials from home. The teacher will then set up labeled collection points (e.g., boxes for beads, strings, bottle tops) in the classroom.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In their assigned groups, present the materials they have collected.

STEP 2: Sort the collected materials and place them in the correct labeled boxes.

STEP 3: As a class, check the collected materials against the master list to see what is still missing.

STEP 4: Discuss how to get the remaining materials and set a deadline for collection.

CONCLUSION The teacher will praise the learners for their effort in collecting materials and reiterate the importance of being responsible and working together.

EXTENDED ACTIVITIES Learners to remind their parents about any remaining materials they were asked to bring.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 2

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- a) Make the items decided for the project.
- b) Watch a video clip on an enterprise project.
- c) Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Collected materials, video clip, digital device

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will display all the collected materials and announce that it is time to start making the project items. To get them excited, the teacher will first show a short video clip of other children making similar items.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Watch a video clip on an enterprise project to see how items are made.

STEP 2: In their groups, receive the necessary materials for the project.

STEP 3: Listen carefully as the teacher demonstrates the first step of making the item.

STEP 4: Begin working on making the items, with each group member contributing to the task.

CONCLUSION The teacher will move around the groups, offering guidance and support. At the end of the lesson, the teacher will review the progress and praise the learners' initial efforts.

EXTENDED ACTIVITIES Learners to think about how they can make their item look beautiful and unique.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Make the items decided for the project.
- Follow instructions on how to make the items.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Collected materials, sample item

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will show the progress made in the previous lesson and display the sample item again. The teacher will ask, "What is the next step we need to do to make our item look like this one?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Continue working on making their items in their groups.

STEP 2: Listen to the teacher demonstrate the next few steps of the process.

STEP 3: Ask questions if they are unsure about any step.

STEP 4: Help each other within the group to ensure everyone is able to do the work correctly.

CONCLUSION The teacher will check the work of each group, providing encouragement and corrective feedback. The importance of quality and neatness will be emphasized.

EXTENDED ACTIVITIES Learners to look for patterns in their environment that they could use to decorate their items.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Make the items decided for the project.
- Work together in groups to complete the items.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Collected materials

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will start the lesson by asking groups to show their work-in-progress. A short discussion will be held on the challenges they are facing and how to overcome them.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Continue with the production of their items in their respective groups.

STEP 2: Focus on the quality and finishing of the items.

STEP 3: The teacher will introduce a simple quality control check, where learners in a group check each other's work for any mistakes.

STEP 4: Make any necessary corrections to improve the quality of their items.

CONCLUSION The teacher will collect the nearly finished items from each group and display them. The class will admire their collective work, and the teacher will praise their hard work and cooperation.

EXTENDED ACTIVITIES Learners to tell their family members about the items they are making in school.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Put the finishing touches on the items for the project.
- Ensure all items are of good quality.
- Appreciate the results of working together.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Collected materials, decorative items

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will display the items and say, "Our items look good, but how can we make them look even better so that people will want to buy them?" This will introduce the idea of finishing and decoration.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In their groups, discuss and add any final decorations or finishing touches to their items.

STEP 2: Do a final quality check on all the items they have made.

STEP 3: Count the total number of finished items their group has made.

STEP 4: Clean up their work area and store the finished items safely.

CONCLUSION Each group will present their finished items to the class. The teacher will lead the class in appreciating the hard work and beautiful products they have created together.

EXTENDED ACTIVITIES Learners to draw the favorite item they made in their exercise book.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- a) Decide on the price for the items made.
- b) Discuss how to price an item.
- c) Appreciate fairness in setting prices.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Finished project items, price tags

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will hold up one of the finished items and ask the class, "Now that we have made these beautiful items, how much should we sell them for?" This will start the discussion on pricing.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss the concept of price and why it is important.

STEP 2: Brainstorm factors to consider when setting a price (e.g., cost of materials, effort/time taken).

STEP 3: As a class, suggest different prices for the item and discuss which price is fair for both the buyer and the seller.

STEP 4: Agree on a final price for the items and write the price on small tags.

CONCLUSION The teacher will summarize the process of setting a fair price. Learners will then attach the price tags to their finished items in preparation for selling.

EXTENDED ACTIVITIES Learners to look at the prices of three different items in a shop or market near their home.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 3

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Prepare the items for marketing.
- Display the items attractively.
- Appreciate good presentation in selling.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Finished items, a table or display area, cloth to cover the table

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will ask the learners, "When you go to a shop, are you more likely to buy something that is displayed neatly or something that is thrown in a pile?" This will introduce the importance of attractive display.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Clean and prepare a designated area or table for displaying their items for sale.

STEP 2: In groups, arrange their finished and priced items on the display table in an attractive way.

STEP 3: Discuss how to make their display stand out (e.g., using a colorful tablecloth, arranging items by color or size).

STEP 4: Step back and look at their display, making adjustments to improve its appearance.

CONCLUSION The teacher will lead the class in admiring their "shop" display. The teacher will praise their creativity and teamwork in preparing the items for sale.

EXTENDED ACTIVITIES Learners to help arrange items neatly at home, for example, on a shelf or table.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Identify potential customers for their products.
- Discuss ways of telling people about their products.
- Appreciate polite communication with customers.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Posters, markers

ORGANISATION OF LEARNING: Learners will work as a whole class and in groups.

INTRODUCTION The teacher will point to the well-arranged items and ask, "We have beautiful items ready for sale. Now, who can we sell them to?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Brainstorm a list of potential customers (e.g., other students, teachers, parents, school visitors).

STEP 2: Discuss how they can let these customers know about their sale (e.g., making posters, making announcements).

STEP 3: In groups, design simple posters to advertise their sale. The posters should include what they are selling, the price, and where to buy them.

STEP 4: Practice how to talk to customers politely (e.g., "Hello, would you like to see what we have made?").

CONCLUSION The teacher will review the posters and the communication skills practiced. A few learners will be chosen to place the posters in approved locations around the school.

EXTENDED ACTIVITIES Learners to tell one person (a friend or family member) about their class project and the items they are selling.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in selling the project items.
- Practice how to handle money and give change.
- Appreciate honesty and good customer service.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 107)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 117)
- Displayed items, a cash box, play money for practice

ORGANISATION OF LEARNING: Learners will work in shifts through a role-playing activity.

INTRODUCTION The teacher will declare their class "shop" open for business. The teacher will explain that today they will practice being good salespeople.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Role-play selling the items. Some learners will act as sellers and others as customers (teachers and other classes can be invited to be real customers).

STEP 2: The "sellers" will practice greeting customers, showing them the items, and telling them the price.

STEP 3: Using play money first, learners will practice receiving money and giving the correct change. The teacher will guide this process closely.

STEP 4: Learners will take turns being the seller, ensuring everyone gets a chance to participate.

CONCLUSION At the end of the "market day," the teacher will lead a discussion on their experience. They will discuss what went well and what they can improve. The importance of being polite and honest will be emphasized.

EXTENDED ACTIVITIES Learners to count a small amount of coins at home with the help of a parent.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Market the items made during the project.
- Discuss ways of reaching out to a customer.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 108)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 118-119)
- Finished items, posters

ORGANISATION OF LEARNING: Learners will engage in a practical selling activity.

INTRODUCTION The teacher will review the previous lesson on selling and ask learners to share what they learned about being a good salesperson. Today, they will have another opportunity to sell their items.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Set up their display table again with the remaining items.

STEP 2: Discuss ways to attract more customers, such as making announcements during break time.

STEP 3: In small groups, take turns managing the selling table during a designated time (e.g., break time).

STEP 4: Practice reaching out to customers politely and explaining the purpose of their project (e.g., "We are raising money to buy storybooks for our class").

CONCLUSION The teacher will supervise the activity, ensuring it is orderly. Afterwards, the class will discuss which marketing strategies worked best.

EXTENDED ACTIVITIES Learners to think of a slogan or a short catchy phrase to advertise their products.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Count the money from selling the items made.
- Discuss ways of using the money collected.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 108)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 119-120)
- The cash box with money collected, chart paper

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will bring the cash box to the front of the class and announce that the sale is over. The teacher will then ask, "What is the next exciting step we need to do?" This will lead to counting the money.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Watch as the teacher and a few learner representatives carefully empty the cash box and sort the coins and notes.

STEP 2: Participate in counting the money aloud as a class. The teacher will write the totals on the board.

STEP 3: Once the total amount is known, the class will discuss what they should do with the money, referring back to the goal they set at the beginning of the project.

STEP 4: Vote on the final decision for how the money will be used (e.g., which storybooks to buy).

CONCLUSION The teacher will congratulate the learners on the success of their project, from planning to earning money. The teacher will emphasize how their teamwork led to this achievement.

EXTENDED ACTIVITIES Learners to write a sentence in their books: "Our class project earned _____ shillings."

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 4

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in the management of the class income-generating activity.
- Discuss how the project was managed from start to finish.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 109)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 120)
- Charts used during planning, pictures taken during the project

ORGANISATION OF LEARNING: Learners will participate in a whole-class discussion.

INTRODUCTION The teacher will refer to the decision made about using the money and ask the class to reflect on the entire project journey, from the first idea to the final count of money.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Review the project plan they created in Week 1.

STEP 2: Discuss each stage of the project: planning, getting permission, collecting materials, making the items, selling, and counting the money.

STEP 3: Talk about what they enjoyed most about the project.

STEP 4: Discuss the challenges they faced and how they solved them as a team.

CONCLUSION The teacher will summarize the key lessons learned from the project, such as the importance of planning, teamwork, perseverance, and honesty.

EXTENDED ACTIVITIES Learners to draw a picture showing their favorite part of the class project.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Participate in using the money earned as planned.
- Appreciate the outcome of their hard work.
- Appreciate individual efforts in the success of a group activity.

KEY INQUIRY QUESTION(S): How could we manage the class income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 109)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 120)
- The items bought with the project money (e.g., new storybooks)

ORGANISATION OF LEARNING: Learners will engage in a practical activity.

INTRODUCTION The teacher will bring the items purchased with the money earned from the project (e.g., a stack of new storybooks) and present them to the class, creating a sense of excitement and achievement.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Look at and handle the new items that their hard work has bought for the class.

STEP 2: Discuss how it feels to have earned something for themselves as a group.

STEP 3: Write a "Thank You" note to the people who supported their project (e.g., the Headteacher, parents, customers).

STEP 4: Place the new items in their designated place in the classroom (e.g., put the new books in the library corner).

CONCLUSION The teacher will officially conclude the project by congratulating the learners one last time. The first storybook bought with the money can be read to the class as a celebration.

EXTENDED ACTIVITIES Learners to read one of the new storybooks bought with the project money.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: SOCIAL ENVIRONMENT

SUB-STRAND: Initiating a class income-generating project

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

- Do the summary exercise in their books.
- Recall the steps of an income-generating project.
- Appreciate the lessons learned from the project.

KEY INQUIRY QUESTION(S): How do we plan for an income-generating activity?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 109)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 121)
- Exercise books, pencils

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will briefly review the entire project and inform the learners that they will now do an exercise in their books to summarize what they have learned.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Open their pupil's book to the summary exercise page for the topic.

STEP 2: Read the questions in the exercise carefully. The teacher can read them aloud for the class.

STEP 3: Answer the questions individually in their exercise books. The questions will cover the main stages of the project.

STEP 4: Review their answers once they have finished.

CONCLUSION The teacher will go over the answers to the exercise with the class, clarifying any misunderstandings. This will serve as a final assessment of the topic.

EXTENDED ACTIVITIES Learners to show the completed exercise to their parents or guardians.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for plants

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

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

KEY INQUIRY QUESTION(S): What messages could be used to communicate about the protection of plants?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 111-112)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 121)
- Pictures of plants, posters with messages, video clips

ORGANISATION OF LEARNING: Learners will work in groups and as a whole class.

INTRODUCTION The teacher will take the learners for a short walk around the school compound to observe the plants and trees. The teacher will then ask, "How can we remind everyone in the school to take care of these beautiful plants?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Look at pictures or posters with messages about protecting plants (e.g., "Do not step on the grass," "Water me, please," "Plant a tree today").

STEP 2: Discuss the meaning and importance of these messages.

STEP 3: In groups, brainstorm their own simple and creative messages for plant protection.

STEP 4: Each group will share their best message with the class.

CONCLUSION The teacher will write the best messages from the groups on the board and the class will read them aloud. The teacher will emphasize that simple messages can have a big impact.

EXTENDED ACTIVITIES Learners to choose one message and write it down in their books.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for plants

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

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

KEY INQUIRY QUESTION(S): What messages could be used to communicate about the protection of plants?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 113-114)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 121)
- Chart paper, markers, crayons

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the plant protection messages created in the previous lesson. The teacher will then ask, "How can we make these messages visible for everyone to see?" This will introduce the activity of making posters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In their groups, choose one plant protection message they want to put on a poster.

STEP 2: Design a poster on chart paper. They should write the message clearly in large letters.

STEP 3: Draw and color pictures of plants, flowers, or trees on their poster to make it attractive.

STEP 4: Work together to ensure their poster is neat and easy to read.

CONCLUSION Each group will present their finished poster to the class and explain their message and drawing. The teacher will praise their creativity and teamwork.

EXTENDED ACTIVITIES Learners to think about the best place in the school to display their poster.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 5

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for plants

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

- Create appropriate plant protection messages to promote conservation.
- Make posters on caring for plants.
- Appreciate plant protection for environmental sustainability.

KEY INQUIRY QUESTION(S): What messages could be used to communicate about the protection of plants?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 115)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 126)
- Finished posters, tape or pins

ORGANISATION OF LEARNING: Learners will engage in a practical activity.

INTRODUCTION The teacher will display the posters created in the previous lesson and remind learners of their purpose. The main activity for the lesson will be to display these posters around the school.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: As a class, discuss and decide on the best locations to put up the posters for maximum visibility (e.g., near the flower beds, on notice boards, along walkways).

STEP 2: In their groups, take their poster and, with the teacher's supervision, go to the chosen locations.

STEP 3: Display their posters neatly and securely.

STEP 4: Walk around to see the posters displayed by other groups and appreciate the collective effort to spread the message of plant care.

CONCLUSION Back in the classroom, the teacher will lead a discussion on how they feel seeing their messages around the school and the responsibility they now have to care for the plants.

EXTENDED ACTIVITIES Learners to point out their group's poster to a friend from another class and explain its message.

REFLECTION ABOUT THE LESSON

.....
.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for plants

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

- Identify different ways of caring for plants.
- Participate in caring for plants in the school environment.
- Appreciate the importance of caring for plants.

KEY INQUIRY QUESTION(S): What are some ways we can care for plants?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 115)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 126)
- School garden/flower beds, watering cans, trowels

ORGANISATION OF LEARNING: Learners will engage in a practical outdoor activity.

INTRODUCTION The teacher will gather the learners near the school garden or flower beds and ask, "Now that we have put up messages, what are the actual things we can do to take care of these plants?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss different ways to care for plants, such as watering, weeding, adding manure, and protecting them from pests or damage.

STEP 2: The teacher will demonstrate the correct way to water plants and remove weeds without harming the plant.

STEP 3: In small, supervised groups, learners will participate in caring for the plants by watering them and removing any visible weeds.

STEP 4: Discuss the importance of doing these activities regularly.

CONCLUSION The teacher will praise the learners for their practical work and for putting their messages into action. The learners will wash their hands thoroughly after the activity.

EXTENDED ACTIVITIES Learners to help water a plant at home.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for plants

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

- Sing a song on plant protection.
- Watch video clips on different ways of caring for plants.
- Appreciate plant protection for environmental sustainability.

KEY INQUIRY QUESTION(S): How can we use songs and videos to learn about caring for plants?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 116)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 127)
- Video clips, digital device, song chart

ORGANISATION OF LEARNING: Learners will participate in a whole-class activity.

INTRODUCTION The teacher will start by asking learners to share their experiences from the practical plant care activity in the previous lesson.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Watch short video clips showing different ways people around the world care for plants (e.g., planting trees, watering gardens, creating urban gardens).

STEP 2: Discuss what they have learned from the videos.

STEP 3: Learn a simple song about caring for plants. The teacher will write the lyrics on a chart and teach the melody.

STEP 4: Sing the song together as a class, first with the teacher and then on their own.

CONCLUSION The teacher will conclude the lesson by leading the class in one final, enthusiastic rendition of the plant protection song. The teacher will emphasize that learning can be fun.

EXTENDED ACTIVITIES Learners to teach the plant protection song to a family member or a friend.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for animals: keeping animal houses clean and safe

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

- Identify ways of keeping an animal shelter clean at home and school.
- Suggest ways of making an animal shelter secure at home and school.
- Appreciate clean and secure animal shelters to reduce risk to the animals.

KEY INQUIRY QUESTION(S): How could we keep an animal shelter clean? How could we make an animal shelter secure?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 117)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 129-131)
- Pictures/videos of different animal shelters (e.g., kennel, chicken coop, rabbit hutch)

ORGANISATION OF LEARNING: Learners will work in groups and as a whole class.

INTRODUCTION The teacher will show pictures of different domestic animals and ask learners where these animals live. This will lead to a discussion about animal shelters.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Look at pictures of different animal shelters and identify them.

STEP 2: In groups, brainstorm ways to keep these shelters clean (e.g., removing waste, providing clean bedding, washing feeding troughs).

STEP 3: Discuss why a clean shelter is important for the health of the animals.

STEP 4: Brainstorm ways to make the shelters secure and safe from predators or theft (e.g., strong doors, fences, good locks).

CONCLUSION The teacher will summarize the key points on keeping animal shelters clean and safe, emphasizing that it is our responsibility to care for the animals that depend on us.

EXTENDED ACTIVITIES Learners who have pets at home to observe their shelters and check if they are clean and safe.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for animals: keeping animal houses clean and safe

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

- Identify ways of keeping an animal shelter clean at home and school.
- Participate in keeping an animal shelter clean at home and in school.
- Appreciate clean and secure animal shelters to reduce risk to the animals.

KEY INQUIRY QUESTION(S): How could we keep an animal shelter clean?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 118-119)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 129-131)
- School's animal shelters (if any), cleaning tools (e.g., brooms, gloves)

ORGANISATION OF LEARNING: Learners will engage in a practical activity if possible, or a detailed demonstration.

INTRODUCTION The teacher will review the ways of keeping animal shelters clean discussed in the previous lesson. The teacher will then announce that they will put this knowledge into practice.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Visit the school's animal shelter (e.g., chicken coop) if available. If not, the teacher will use a model or a detailed chart.

STEP 2: Observe the state of the shelter and identify areas that need cleaning.

STEP 3: Watch a demonstration by the teacher or a resource person on how to safely clean the shelter, emphasizing the use of protective gear like gloves.

STEP 4: Participate in a simple, supervised cleaning task, such as sweeping an area or refilling a water container.

CONCLUSION The teacher will lead a discussion on how the shelter looks after cleaning and the importance of this work. Learners will wash their hands thoroughly after the activity.

EXTENDED ACTIVITIES Learners to help with a simple task in cleaning their pet's shelter at home, under parental supervision.

REFLECTION ABOUT THE LESSON

.....
.....

WEEK 6

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for animals: keeping animal houses clean and safe

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

- Suggest ways of making an animal shelter secure at home and school.
- Watch video clips on ways of keeping animal houses clean and safe.
- Appreciate clean and secure animal shelters to reduce risk to the animals.

KEY INQUIRY QUESTION(S): How could we make an animal shelter secure?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 121-122)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 133-134)
- Video clips, pictures of secure animal shelters

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will start with a short story about a farmer whose chickens were stolen by a fox because the coop was not secure. This will introduce the topic of shelter security.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Watch video clips or look at pictures showing secure animal shelters (e.g., with strong fences, wire mesh, and good locks).

STEP 2: Discuss the features that make these shelters safe from predators and bad weather.

STEP 3: Brainstorm a list of materials that can be used to make a shelter secure (e.g., wood, wire mesh, nails, padlocks).

STEP 4: Suggest ways to improve the security of the school's animal shelter or a hypothetical one.

CONCLUSION The teacher will summarize the important features of a secure animal shelter and reiterate that providing safety is a key part of caring for animals.

EXTENDED ACTIVITIES Learners to draw a picture of a safe and secure house for their favorite animal.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for animals: keeping animal houses clean and safe

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

- Suggest ways of making an animal shelter secure at home and school.
- Identify materials for making a shelter secure.
- Appreciate clean and secure animal shelters to reduce risk to the animals.

KEY INQUIRY QUESTION(S): How could we make an animal shelter secure?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 122)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 134)
- Real objects (e.g., a piece of wire mesh, a padlock), pictures

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the previous lesson by asking learners to name some features of a secure animal shelter.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, observe and handle real objects or pictures of materials used for securing shelters (wire mesh, wood, locks, etc.).

STEP 2: Discuss the properties of each material and why it is suitable for security (e.g., "Wire mesh is strong and has small holes").

STEP 3: Match the materials to the part of the shelter where they would be used (e.g., padlock for the door, wire mesh for windows).

STEP 4: Draw and label a secure animal shelter, indicating the different materials used.

CONCLUSION Each group will present their drawing and explain the security features they included. The teacher will provide feedback and praise their understanding.

EXTENDED ACTIVITIES Learners to identify one thing at home that is used for security (e.g., a lock on the door, a fence).

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for animals: keeping animal houses clean and safe

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

- Sing a song on clean animal shelters.
- Suggest ways of making an animal shelter secure at home and school.
- Appreciate clean and secure animal shelters to reduce risk to the animals.

KEY INQUIRY QUESTION(S): How can we use a song to remember how to care for animal shelters?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 123)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 134-135)
- Song chart

ORGANISATION OF LEARNING: Learners will participate in a whole-class activity.

INTRODUCTION The teacher will start by reviewing the two main topics: keeping shelters clean and keeping them safe. The teacher will then suggest learning a song to help remember these important points.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Listen to the teacher sing a song about clean and safe animal shelters.

STEP 2: Read the lyrics of the song from a chart on the board.

STEP 3: Discuss the messages in the song, identifying the words related to cleanliness and safety.

STEP 4: Learn and sing the song together as a class, adding simple actions to go with the words.

CONCLUSION The lesson will end with a joyful performance of the song by the entire class. The teacher will remind them that the song is a fun way to remember their responsibilities in caring for animals.

EXTENDED ACTIVITIES Learners to sing the new song to their family members.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Managing waste

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

- Identify types of waste in the school environment.
- Sort out different types of waste in the school for safe disposal.
- Appreciate a clean school environment for health and safety.

KEY INQUIRY QUESTION(S): What types of waste are found in our school environment?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 125-126)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 137-139)
- Different types of waste (paper, plastic bottles, food remains), labeled bins

ORGANISATION OF LEARNING: Learners will engage in a practical group activity.

INTRODUCTION The teacher will show the learners a bin with mixed waste and ask, "Is this the right way to throw away our trash?" This will lead into a discussion on different types of waste and the need for sorting.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Take a supervised walk around a designated area of the school to identify different types of waste.

STEP 2: Discuss the different types of waste they found (e.g., paper, plastic, organic/food waste, metal).

STEP 3: The teacher will demonstrate how to sort waste into different labeled bins (e.g., a bin for paper, a bin for plastics).

STEP 4: In groups and wearing protective gloves, learners will practice sorting a small collection of safe, pre-collected waste into the correct bins.

CONCLUSION The teacher will check the sorted bins and praise the learners for their work. The importance of sorting waste for recycling and proper disposal will be emphasized. Learners will wash their hands.

EXTENDED ACTIVITIES Learners to observe how waste is sorted (or not sorted) at home.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Managing waste

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

- Play a game of sorting pictures.
- Mention the different types of wastes found in the immediate environment.
- Appreciate a clean school environment for health and safety.

KEY INQUIRY QUESTION(S): What types of waste are found in our school environment?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 127)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 140)
- Picture cards of different waste items, hoops or boxes labeled with waste types

ORGANISATION OF LEARNING: Learners will play a game in groups.

INTRODUCTION The teacher will review the types of waste learned in the previous lesson (paper, plastic, organic, etc.). The teacher will then introduce a fun game to practice their sorting skills.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, receive a set of picture cards showing different waste items (e.g., banana peel, newspaper, plastic bottle, old pen).

STEP 2: The teacher will place labeled hoops or boxes at the front of the class (e.g., "PAPER," "PLASTIC," "ORGANIC").

STEP 3: Play a relay game where one member from each group at a time runs to the front, picks a picture card, and places it in the correct hoop/box.

STEP 4: The first group to correctly sort all their pictures wins the game.

CONCLUSION The teacher will review the sorted pictures with the class, correcting any mistakes and reinforcing the different categories of waste. The winning team will be congratulated.

EXTENDED ACTIVITIES Learners to draw and label two different types of waste in their books.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 7

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Safety when handling waste in school

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

- Identify dangers when handling waste in school.
- Practise safety measures when handling waste in school.
- Appreciate the need for safety in handling waste to limit risks.

KEY INQUIRY QUESTION(S): What dangers are we likely to face when handling waste in school?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 128-130)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 141-142)
- Pictures showing safe and unsafe waste handling, gloves

ORGANISATION OF LEARNING: Learners will work as a whole class and in groups.

INTRODUCTION The teacher will ask learners, "Is it safe to pick up any kind of trash with your bare hands? Why or why not?" This will start a discussion on the dangers associated with handling waste.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Brainstorm potential dangers of handling waste, such as cuts from sharp objects (glass, metal), germs, and illnesses.

STEP 2: Look at pictures showing unsafe practices (e.g., touching waste with bare hands) and safe practices (e.g., wearing gloves, using a litter picker).

STEP 3: Discuss and list safety measures to take when handling waste, such as wearing gloves, washing hands afterwards, and not touching sharp objects.

STEP 4: The teacher will demonstrate the correct way to wear and remove gloves.

CONCLUSION The teacher will summarize the safety rules for handling waste, emphasizing the motto "Safety First." A chart with the safety rules will be displayed in class.

EXTENDED ACTIVITIES Learners to create a simple "Stop and Think" poster about waste safety.

REFLECTION ABOUT THE LESSON

.....
.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Safety when handling waste in school

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

- Identify dangers when handling waste in school.
- Communicate safety measures when handling waste in school.
- Appreciate the need for safety in handling waste.

KEY INQUIRY QUESTION(S): How should we safely handle different types of waste in school?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 131)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 143-144)
- Role-playing props, charts with safety messages

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the safety rules for handling waste from the previous lesson. The focus of this lesson will be on communicating these rules to others.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, create a short role-play or skit that demonstrates a safety rule for handling waste. For example, one learner can pretend to pick up broken glass unsafely, and another learner can show them the correct, safe way.

STEP 2: Practice their skit, focusing on clear communication and actions.

STEP 3: Each group will perform their skit for the class.

STEP 4: After each performance, the class will discuss the safety rule that was demonstrated.

CONCLUSION The teacher will praise the groups for their creative performances and for effectively communicating important safety messages.

EXTENDED ACTIVITIES Learners to explain one safety rule for handling waste to a family member.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Safety when handling waste in school

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

- Communicate safety measures when handling waste by making posters.
- Observe pictures on safe ways of handling wastes.
- Appreciate the need for safety in handling waste.

KEY INQUIRY QUESTION(S): How should we safely handle different types of waste in school?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 131)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 144)
- Drawing paper, crayons, markers

ORGANISATION OF LEARNING: Learners will work individually or in pairs.

INTRODUCTION The teacher will show the learners the posters they made for plant care and remind them how effective posters can be. The teacher will then propose making similar posters for waste safety.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Choose one important safety rule for handling waste (e.g., "Wear Gloves," "Wash Your Hands," "Don't Touch Sharp Objects").

STEP 2: Draw a picture that illustrates this rule. For example, for "Wash Your Hands," they can draw hands under a running tap with soap.

STEP 3: Write the safety message clearly on their drawing to create a mini-poster.

STEP 4: Color their posters to make them eye-catching.

CONCLUSION Learners will display their posters in the classroom. The teacher will lead a gallery walk where learners move around to see each other's work, reinforcing the safety messages visually.

EXTENDED ACTIVITIES Learners to show their safety poster to their parents and explain the rule.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for water (keeping stored water safe)

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

- State the importance of keeping water safe for human and animal use.
- Participate in keeping stored water safe at home and school.
- Appreciate the importance of keeping stored water safe.

KEY INQUIRY QUESTION(S): How could we keep stored water safe?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 133-134)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 147-149)
- Pictures, a clean water storage container with a lid, a dirty container

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will show the class two glasses of water: one clear and one visibly dirty. The teacher will ask, "Which glass of water would you drink? Why?" This will introduce the topic of safe water.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss why we need clean and safe water (for drinking, cooking, washing, for animals to drink).

STEP 2: Look at pictures or real examples of safe and unsafe water storage containers (e.g., a clean, covered container vs. an open, dirty one).

STEP 3: Brainstorm ways to keep stored water safe, such as: always using clean containers, keeping containers covered, using a clean cup to draw water, and placing the container in a clean place.

STEP 4: Watch the teacher demonstrate the correct way to store water safely.

CONCLUSION The teacher will summarize the simple but very important rules for keeping stored water safe to prevent diseases.

EXTENDED ACTIVITIES Learners to check the water storage container at home and see if it is covered.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for water (keeping stored water safe)

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

- State the importance of keeping water safe for human and animal use.
- Participate in keeping stored water safe at school.
- Appreciate the importance of keeping stored water safe.

KEY INQUIRY QUESTION(S): How could we keep stored water safe?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 135)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 149-150)
- School's water storage tank/containers, cleaning cloths

ORGANISATION OF LEARNING: Learners will engage in a practical group activity.

INTRODUCTION The teacher will review the rules for safe water storage from the previous lesson. The teacher will then organize a "water safety walk" around the school.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Take a walk around the school to observe the water storage points (tanks, buckets in classes).

STEP 2: Discuss if the water is being stored safely according to the rules they learned (e.g., Are the containers covered? Are they clean?).

STEP 3: Participate in a simple, supervised task to improve water safety, such as wiping the outside of a water container or ensuring the lid is on properly.

STEP 4: Create a simple reminder sign to put near the water points, such as "Please cover the water."

CONCLUSION Back in class, learners will discuss their observations and the improvements they made. The teacher will praise them for taking responsibility for the safety of their school's water.

EXTENDED ACTIVITIES Learners to draw a picture of a covered water pot or tank.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 8

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for water (keeping stored water safe)

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

- Observe if water stored in the school is safe.
- Participate in keeping stored water safe.
- Appreciate the importance of keeping stored water safe.

KEY INQUIRY QUESTION(S): How could we keep stored water safe?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 136)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 150)
- Observation checklists, school water points

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will start by asking learners to recall their "water safety walk" from the previous week and the observations they made.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, use a simple observation checklist prepared by the teacher to assess the safety of a specific water point in the school. The checklist could have items like: "Is the container clean? (Yes/No)", "Is the container covered? (Yes/No)".

STEP 2: Fill out the checklist based on their observations.

STEP 3: Discuss their findings within the group.

STEP 4: Each group will report their findings to the class.

CONCLUSION The teacher will compile the findings from all groups and lead a discussion on the overall state of water safety in the school and what further improvements can be made.

EXTENDED ACTIVITIES Learners to create their own simple checklist for water safety at home.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Caring for water (keeping stored water safe)

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

- Discuss the importance of keeping stored water safe.
- Observe pictures on ways of keeping stored water.
- Appreciate the importance of keeping stored water safe.

KEY INQUIRY QUESTION(S): How could we keep stored water safe?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 137-138)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 150-151)
- Pictures, story chart

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will tell a short story about two children: one who drank clean, covered water and stayed healthy, and another who drank dirty, open water and fell sick.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss the story and the consequences of drinking unsafe water (getting sick with diseases like cholera or typhoid).

STEP 2: Look at a series of pictures that show the journey of germs into uncovered water (e.g., a fly landing on dirt, then landing on the water).

STEP 3: Reiterate the importance of covering water to keep germs and dirt out.

STEP 4: Draw a picture in their books showing a covered water container and a happy, healthy child.

CONCLUSION The teacher will summarize the lesson by emphasizing that covering water is a simple action that can prevent serious diseases and keep the whole family healthy.

EXTENDED ACTIVITIES Learners to be "water safety monitors" at home for a day, ensuring the water container is always covered.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Reusing water

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

- Suggest how water could be reused at home and school.
- Participate in reusing water to reduce wastage.
- Appreciate reusing water as a way of conserving it.

KEY INQUIRY QUESTION(S): How could we reuse water at home and school?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 139-141)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 152-155)
- Pictures showing water reuse, a basin of lightly used water

ORGANISATION OF LEARNING: Learners will work in groups and as a whole class.

INTRODUCTION The teacher will wash their hands over a basin and then ask the class, "I have used this water to wash my hands. Should I just throw it away, or can I use it for something else?" This will introduce the concept of reusing water.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Brainstorm what "reusing water" means.

STEP 2: In groups, discuss and list ways to reuse water at home and school. Examples: water from washing clothes can be used to clean floors; water from rinsing vegetables can be used to water plants.

STEP 3: Look at pictures that illustrate these examples of water reuse.

STEP 4: The teacher will demonstrate a practical example, such as using the water from the basin to water a potted plant in the classroom.

CONCLUSION The teacher will summarize the different ways to reuse water and explain that this is an important way to conserve water, especially in places where water is scarce.

EXTENDED ACTIVITIES Learners to identify one way water is reused at home and report back to the class.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Conservation of energy (energy conservation messages)

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

- Recognize appropriate messages on energy conservation.
- Create energy conservation messages to promote awareness.
- Demonstrate interest in energy conservation.

KEY INQUIRY QUESTION(S): What messages could be used to communicate conservation of energy?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 142)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 156-157)
- Pictures of appliances, posters with messages (e.g., "Switch off the lights")

ORGANISATION OF LEARNING: Learners will work as a whole class.

INTRODUCTION The teacher will switch on the classroom lights (if not already on) and then ask, "What happens if we leave the lights on all day and all night, even when no one is here?" This will start a discussion on using and saving energy.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss what energy is and name different things that use energy in school and at home (lights, radios, TVs, charcoal stoves).

STEP 2: Look at posters or pictures with energy conservation messages, such as "Switch off when not in use," "Cook with a covered pot," "Unplug the TV."

STEP 3: Discuss the meaning of these messages and why it is important to save energy (to save money and protect the environment).

STEP 4: Brainstorm other simple messages for saving energy.

CONCLUSION The teacher will summarize the importance of energy conservation and lead the class in creating a class motto, for example, "Save Energy, Save our World."

EXTENDED ACTIVITIES Learners to be "energy monitors" at home for one evening, reminding family members to switch off lights in empty rooms.

REFLECTION ABOUT THE LESSON

.....
.....

LESSON 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Conservation of energy (energy conservation messages)

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

- Discuss ways of saving energy.
- Make posters to create awareness messages on conserving energy.
- Demonstrate interest in energy conservation.

KEY INQUIRY QUESTION(S): What messages could be used to communicate conservation of energy?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (page 143)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 158)
- Drawing paper, crayons, markers

ORGANISATION OF LEARNING: Learners will work in groups.

INTRODUCTION The teacher will review the energy-saving messages from the previous lesson and announce that, just like they did for plants and waste, they will now create posters for energy conservation.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: In groups, choose one energy conservation message for their poster.

STEP 2: Discuss how to represent this message with a simple drawing (e.g., a hand switching off a light switch).

STEP 3: Create their posters, writing the message clearly and drawing a colorful picture.

STEP 4: Present their finished poster to the class, explaining their message.

CONCLUSION The teacher will praise the learners' work and help them display the posters around the classroom, especially near the light switch.

EXTENDED ACTIVITIES Learners to draw one of the energy-saving messages in their exercise book.

REFLECTION ABOUT THE LESSON

.....

.....

WEEK 9

LESSON 1

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Conservation of energy (energy conservation messages)

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

- Discuss reasons for conserving energy.
- Make posters to create awareness messages on conserving energy.
- Demonstrate interest in energy conservation.

KEY INQUIRY QUESTION(S): What messages could be used to communicate conservation of energy?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 144-145)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 159)
- Pictures showing effects of energy wastage (e.g., deforestation)

ORGANISATION OF LEARNING: Learners will participate in a whole-class discussion.

INTRODUCTION The teacher will point to the posters they made and ask, "We know *how* to save energy, but *why* is it so important to do so?"

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss the immediate reason for saving energy: to reduce electricity or charcoal bills, thus saving money for the family.

STEP 2: Look at pictures showing where energy comes from (e.g., dams for electricity, forests for charcoal).

STEP 3: Discuss the environmental reasons for saving energy: using less charcoal saves trees; using less electricity saves water in dams.

STEP 4: Conclude that saving energy helps both our families (by saving money) and the environment.

CONCLUSION The teacher will summarize the two main reasons for conserving energy (economic and environmental) and emphasize that even their small actions can make a big difference.

EXTENDED ACTIVITIES Learners to explain to a parent one reason why it is important to save energy.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 2

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Conservation of energy (energy conservation messages)

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

- Create energy conservation messages to promote awareness.
- Display energy conservation messages to create awareness in school.
- Demonstrate interest in energy conservation.

KEY INQUIRY QUESTION(S): What messages could be used to communicate conservation of energy?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 146-147)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 159-161)
- Finished posters, tape

ORGANISATION OF LEARNING: Learners will engage in a practical activity.

INTRODUCTION The teacher will hold up the energy conservation posters and ask the class where the best places would be to display them around the school to remind everyone to save energy.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: As a class, identify key locations in the school where energy is used (e.g., other classrooms, staffroom, library, hall).

STEP 2: Discuss the importance of asking for permission before putting up posters in these areas.

STEP 3: In groups, and with the teacher's supervision, take their posters to the designated locations.

STEP 4: Display the posters neatly where they can be easily seen, such as near light switches or on notice boards.

CONCLUSION The teacher will congratulate the learners on spreading the important message of energy conservation throughout the school, making them advocates for the environment.

EXTENDED ACTIVITIES Learners to check the next day if their posters are still in place and are being noticed.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 3

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: CARE FOR THE ENVIRONMENT

SUB-STRAND: Conservation of energy (energy conservation messages)

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

- Create energy conservation messages to promote awareness.
- Role-play being an "Energy Champion."
- Demonstrate interest in energy conservation.

KEY INQUIRY QUESTION(S): How can we encourage others to conserve energy?

LEARNING RESOURCES:

- Our Lives Today Environmental Activities Pupil's Book (pg. 146-147)
- Our Lives Today Environmental Activities Teacher's Guide (pg. 159-161)
- "Energy Champion" badges (can be made from paper)

ORGANISATION OF LEARNING: Learners will participate in a role-playing activity.

INTRODUCTION The teacher will introduce the idea of being an "Energy Champion" - someone who actively saves energy and politely reminds others to do the same.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Discuss the roles of an Energy Champion in the classroom (e.g., being the last to leave and checking if lights are off).

STEP 2: In pairs, role-play scenarios. For example, one learner leaves a room without switching off the light, and the "Energy Champion" politely reminds them, "Please remember to switch off the light to save energy."

STEP 3: Practice different ways of reminding people kindly and respectfully.

STEP 4: The teacher will award all learners with a paper "Energy Champion" badge to wear.

CONCLUSION The teacher will conclude the topic by summarizing all the ways to care for the environment they have learned (caring for plants, animals, managing waste, saving water, and saving energy) and encouraging them to be champions for the Earth every day.

EXTENDED ACTIVITIES Learners to perform one "Energy Champion" action at home and report back.

REFLECTION ABOUT THE LESSON

.....

.....

LESSON 4 & 5

SCHOOL	LEARNING AREA	GRADE	ROLL	TIME
	Environmental Activities	2		

STRAND: ASSESSMENT

SUB-STRAND: End of Term Assessment

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

- Answer questions based on the topics covered during the term.
- Demonstrate understanding of Social Environment and Care for the Environment concepts.

KEY INQUIRY QUESTION(S): What have you learned in Environmental Activities this term?

LEARNING RESOURCES:

- Assessment papers
- Pencils and erasers

ORGANISATION OF LEARNING: Learners will work individually.

INTRODUCTION The teacher will explain that it is time for the end-of-term assessment to see how much everyone has learned. The teacher will encourage learners to try their best.

LESSON DEVELOPMENT Learners are guided to:

STEP 1: Receive the assessment paper and listen carefully to the instructions read by the teacher.

STEP 2: Ask for clarification on any instructions they do not understand.

STEP 3: Complete the assessment quietly and individually, answering all questions to the best of their ability.

STEP 4: Review their work before handing in the paper.

CONCLUSION The teacher will collect the completed assessment papers. The teacher will reassure the learners and praise them for their hard work throughout the term.

EXTENDED ACTIVITIES Learners to rest and prepare for the school holidays.

REFLECTION ABOUT THE LESSON

.....

.....