Grade 11 Community Service Learning

Term 3 - 33 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 40-minute lessons | PDF and editable Word

ABOUT THIS PACK

33 complete, ready-to-teach Grade 11 Community Service Learning lesson plans for Term 3, covering implementation and reflection, social enterprise development, social enterprise promotion and social enterprise management.

TOPICS IN THIS PACK

Topic	Name	Lessons
3.2	Implementation and Reflection	11
4.1	Social Enterprise Development	8
4.2	Social Enterprise Promotion	6
4.3	Social Enterprise Management	8

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

Brainstorming and researching possible solutions

By the end of the lesson, the learner should be able to: a) brainstorm possible solutions to the identified problem; b) research what has worked elsewhere

> **Many ideas first**
> Brainstorming rules: every idea is welcome; no criticism yet; build on others' ideas; aim for many ideas. Accommodate divergent opinions with patience.
> Research: ask the people affected; look at what other schools and communities have done; use print and digital sources safely; talk to a resource person, such as the school bursar, a plumber or an environment officer.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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Brainstorming and researching possible solutions

Strand 3.0 Action Research > Sub-strand 3.2 Implementation and Reflection | Lesson 1 of 11 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) brainstorm possible solutions to the identified problem; b) research what has worked elsewhere

KEY INQUIRY QUESTION(S)

- How can you determine the best solution to a problem in the school community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Social cohesion**	Learners work in harmony, include everyone and settle differences peacefully.

LEARNING RESOURCES

The group's problem statement and data | Solution scoring table and action plan template | Graph paper and calculators

ORGANISATION OF LEARNING

The same project groups as in 3.1; whole class for sharing progress; the teacher approves each stage; resource persons help where needed.

KEY WORDS

solution | intervention | feasibility | scope | impact | viable | objective | timeline | evaluation criteria | resource mobilisation | budget | monitoring | baseline | findings | conclusion | recommendation

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
6 min	9 min	10 min	9 min	6 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	6	Greet the class and ask: "For the water queue, give as many solutions as you can in two minutes. Do not judge them yet." Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	9	Take learners through "Many ideas first" (key ideas on the next page), explaining as you go. Use the group's problem statement and data, solution scoring table and action plan template, graph paper and calculators. Ask learners to predict what comes next before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	10	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	9	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	6	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Suggest a further solution for the water queue."	Say the key idea in their own words and answer the exit question in the exercise book.

KEY IDEAS

Many ideas first

Brainstorming rules: every idea is welcome; no criticism yet; build on others' ideas; aim for many ideas. Accommodate divergent opinions with patience.

Research: ask the people affected; look at what other schools and communities have done; use print and digital sources safely; talk to a resource person, such as the school bursar, a plumber or an environment officer.

Example list for Ushirika: A. Extend a pipe and add two taps. B. A rota giving each dormitory a time slot for water. C. Buy another tank. D. Ask learners to fetch water the evening before. E. Move the first lesson to a later time.

Think about why the problem exists. A solution should address the cause. Here the cause is many learners using 2 taps at the same time.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Give three rules for brainstorming.	**Any three: every idea is welcome; no criticism yet; build on others' ideas; aim for many ideas.**
2	Why should no idea be criticised at first?	**People feel free to share, and a strange idea may lead to a good one.**

3	Name three sources of ideas for solutions.	**People affected, other schools and communities, print and digital sources, resource persons. Accept any three.**
4	Suggest a further solution for the water queue.	**Accept sensible ideas, such as collecting rainwater from the roof for washing.**

WATCH OUT FOR

Be careful of solutions that only move the problem to others, such as giving the support staff all the extra work.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can brainstorm possible solutions to the identified problem confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can brainstorm possible solutions to the identified problem accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly brainstorm possible solutions to the identified problem, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet brainstorm possible solutions to the identified problem without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Use sticky notes or slips, with one idea on each.
Learners ready for more	What is the root cause of your group's problem? How do you know? (Answer: Accept a cause backed up by the group's data, perhaps found by asking "Why?" several times)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "brainstorming and researching possible solutions" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

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Analysing solutions and prioritising the most viable

Strand 3.0 Action Research > Sub-strand 3.2 Implementation and Reflection | Lesson 2 of 11 | 40 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) analyse proposed solutions using criteria; b) prioritise the most viable solution

KEY INQUIRY QUESTION(S)

- How can you determine the best solution to a problem in the school community?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

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