PP1 Environmental Activities

Term 1 - 55 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 30-minute lessons | PDF and editable Word

ABOUT THIS PACK

55 complete, ready-to-teach PP1 Environmental Activities lesson plans for Term 1, covering myself, our school, home, interpersonal relationships, dressing, hand washing, cleaning the nose and care for the teeth.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Myself	5
1.2	Our School	10
1.3	Home	10
1.4	Interpersonal Relationships	5
1.5	Dressing	10
2.1	Hand Washing	5
2.2	Cleaning the Nose	5
2.3	Care for the Teeth	5

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.

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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ELIMU254

My name

Strand 1.0 Social environment > Sub-strand 1.1 Myself | Lesson 1 of 5 | 30 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 tell their names

KEY INQUIRY QUESTION(S)

- What is your name?
- Are you a boy or a girl?
- Which are your body parts?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Self-awareness**	Developed through the activities in this lesson.
PCI	**Self-esteem**	Developed through the activities in this lesson.

LEARNING RESOURCES

A mirror | Name cards | A body outline drawn on paper | Songs about body parts

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

name | boy | girl | head | hands | legs | me

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
4 min	7 min	8 min	7 min	4 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: what is your name? Pass the ball and say your name." 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	7	Take learners through "Names" (learning activity on the next page), explaining as you go. Use a mirror, name cards, a body outline drawn on paper. 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	8	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	7	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	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Say your full name."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Names
Each child says: "My name is..." while holding the ball.
The class replies: "Hello, (name)!"
The teacher shows each child their name card.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is your name?	**Child says their name**
2	What is your friend's name?	**Child names a friend**
3	Find your name card.	**Child finds it (with help)**
4	Say your full name.	**Child says it**

WATCH OUT FOR

Teasing about names; every name is special.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Say it together.
Learners ready for more	Say your name and your age. (Answer: Child does so)
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 "my name" 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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Boys and girls

Strand 1.0 Social environment > Sub-strand 1.1 Myself | Lesson 2 of 5 | 30 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 say whether they are a boy or a girl

KEY INQUIRY QUESTION(S)

- What is your name?
- Are you a boy or a girl?
- Which are your body parts?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
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ORGANISATION OF LEARNING

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KEY WORDS

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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: are you a boy or a girl?" 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	7	Take learners through "Boys and girls" (learning activity on the next page), explaining as you go. Use a mirror, name cards, a body outline drawn on paper. 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	8	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.
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Summary and conclusion	4	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Name a boy in our class."	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Boys and girls
Each child says "I am a boy" or "I am a girl".
Boys and girls can play, learn and help in the same ways; everyone is respected.
Count the boys and the girls in the class.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Are you a boy or a girl?	**Child answers**
2	How many girls are in our group?	**Child counts**
3	Can girls and boys play the same games?	**Yes**
4	Name a boy in our class.	**Child names one**

WATCH OUT FOR

Teasing like "that is a girls' game"; correct it kindly.