PP1 Environmental Activities

Term 2 - 50 complete lesson plans

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

ABOUT THIS PACK

50 complete, ready-to-teach PP1 Environmental Activities lesson plans for Term 2, covering sanitation and toileting, foods and feeding, plants, animals and weather.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.4	Sanitation and Toileting	10
2.5	Foods and Feeding	10
3.1	Plants	10
3.2	Animals	10
3.3	Weather	10

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

Our school toilets

By the end of the lesson, the learner should be able to identify toilet facilities in the school

> **Toilet visit**
> Walk with the class to the toilets. Show the boys' and girls' toilets and the hand washing point.
> Name: toilet or latrine, door, toilet paper, bin, hand washing point.

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

Our school toilets

Strand 2.0 Health practices > Sub-strand 2.4 Sanitation and Toileting | Lesson 1 of 10 | 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 identify toilet facilities in the school

KEY INQUIRY QUESTION(S)

- Why should we use toilet facilities?
- Which are the toilet facilities in school?
- What do you do when you need to go to the toilet?
- How do you use toilet facilities?
- Why do you keep the toilet clean?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Communication and collaboration**	Learners explain their thinking to a partner and report their findings to the group.
COMPETENCY	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Health education (personal hygiene)**	Examples link to healthy habits at home and at school.
PCI	**Life skills (self-esteem and communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

The school's real toilets or latrines | Toilet paper | Hand washing point and soap | Pictures of toilet facilities

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

toilet | latrine | flush | toilet paper | privacy | permission | wash

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: which are the toilet facilities in school?" 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 "Toilet visit" (learning activity on the next page), explaining as you go. Use the school's real toilets or latrines, toilet paper, hand washing point and soap. 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: "What do we use to wipe?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Toilet visit

Walk with the class to the toilets. Show the boys' and girls' toilets and the hand washing point.

Name: toilet or latrine, door, toilet paper, bin, hand washing point.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where are the girls' toilets?	**Child points**
2	Where are the boys' toilets?	**Child points**
3	Where do we wash hands after?	**At the hand washing point**
4	What do we use to wipe?	**Toilet paper**

WATCH OUT FOR

Fear of the latrine; reassure and show it is safe.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

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

SUPPORT AND EXTENSION

Learners who need support	Hold hands for the visit.
Learners ready for more	Draw the way from class to the toilets. (Answer: Child draws)
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 "our school toilets" 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.

ELIMU254

Why we use toilets

Strand 2.0 Health practices > Sub-strand 2.4 Sanitation and Toileting | Lesson 2 of 10 | 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 talk about the importance of toilets

KEY INQUIRY QUESTION(S)

- Why should we use toilet facilities?
- Which are the toilet facilities in school?
- What do you do when you need to go to the toilet?
- How do you use toilet facilities?
- Why do you keep the toilet clean?

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	**Self-efficacy**	Learners attempt each task with confidence and see that effort improves results.
COMPETENCY	**Citizenship**	Learners take turns, listen to others and link the work to life in their community.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Health education (personal hygiene)**	Examples link to healthy habits at home and at school.
PCI	**Life skills (self-esteem and communication)**	Learners practise decision making and working with others.

LEARNING RESOURCES

The school's real toilets or latrines | Toilet paper | Hand washing point and soap | Pictures of toilet facilities

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

toilet | latrine | flush | toilet paper | privacy | permission | wash

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: why should we use toilet facilities?" 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 "Why toilets matter" (learning activity on the next page), explaining as you go. Use the school's real toilets or latrines, toilet paper, hand washing point and soap. 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: "Can we use the bush at school?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

Why toilets matter

Toilets keep waste in one safe place. Waste in the open brings flies and smells and can make people sick. Using the toilet keeps us, our school and our water clean.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Where should we go for a short or long call?	**To the toilet**
2	What happens if waste is left outside?	**Flies and sickness**
3	Why use toilets?	**To keep clean and healthy**
4	Can we use the bush at school?	**No**

WATCH OUT FOR

Embarrassment; keep the tone matter-of-fact.