PP2 Environmental Activities

Term 1 - 54 complete lesson plans

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

ABOUT THIS PACK

54 complete, ready-to-teach PP2 Environmental Activities lesson plans for Term 1, covering self-awareness, external body parts, handwashing, brushing teeth and family members.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Self-awareness	10
1.2	External Body Parts	12
1.3	Handwashing	10
1.4	Brushing Teeth	10
2.1	Family Members	12

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

Saying my name

By the end of the lesson, the learner should be able to tell their own name

> **Names**
> Names help people call us, know us and find us. Each child says: "My name is ... and I am in PP2."
> The class replies: "Welcome, (name)!"

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

Saying my name

Strand 1.0 Myself > Sub-strand 1.1 Self-awareness | 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 tell their own name

KEY INQUIRY QUESTION(S)

- Why do people have names?

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.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Love**	Learners help a classmate who is stuck.
PCI	**Self-esteem**	Developed through the activities in this lesson.
PCI	**Gender equality**	Developed through the activities in this lesson.

LEARNING RESOURCES

Name cards | Pictures of boys and girls doing everyday activities | A mirror | Crayons and paper

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 | me | special | friend

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

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Key question: why do people have names?" 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 name cards, pictures of boys and girls doing everyday activities, a mirror. 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

Names help people call us, know us and find us. Each child says: "My name is ... and I am in PP2."
The class replies: "Welcome, (name)!"

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What is your name?	**Child says it**
2	Why do we have names?	**So people can call us (answers vary)**
3	What is your friend's name?	**Child answers**
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 own name confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can tell their own name accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly tell their own name, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet tell their own name 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 one thing you like. (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 "saying 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.

ELIMU254

My full name

Strand 1.0 Myself > Sub-strand 1.1 Self-awareness | 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 tell their full name

KEY INQUIRY QUESTION(S)

- Why do people have names?

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.
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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	4	Greet the class and ask: "Do you have more than one 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 "First and family names" (learning activity on the next page), explaining as you go. Use name cards, pictures of boys and girls doing everyday activities, a mirror. 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: "Who gave you your name?"	Say the key idea in their own words and answer the exit question in the exercise book.

LEARNING ACTIVITY

First and family names

Many people have a first name and a family or other name: "Wanjiru Kamau", "Ali Hassan", "Achieng Otieno". Children say their full names and find their name cards.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Say your full name.	**Child says it**
2	Find your name card.	**Child finds it**
3	Which letter does your name start with?	**Answers will vary**
4	Who gave you your name?	**My family (answers vary)**

WATCH OUT FOR

Children unsure of their full name; check the register kindly.