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**WEEK 1: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify parts of the body.

2. Draw parts of the body.

3. Appreciate the importance of a clean body for personal hygiene.

**Key Inquiry Questions:**

- What are the different parts of our body?

- Why is it important to keep our bodies clean?

- Where do we get clean water from?

**Learning Resources:**

- Environmental Activities Curriculum design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about keeping clean.

- Show pictures or diagrams to introduce parts of the body.

- Discuss the importance of cleanliness for health and hygiene, linking it to what they will learn today.

**Lesson Development (20 minutes):**

**Step 1:** Identify Parts of the Body

- Ask students to name different parts of the body.

- Use visual aids (posters or drawings) to show each part of the body.

- Encourage students to touch or point to their own body parts as they are named (e.g., head, arms, legs).

**Step 2:** Drawing Parts of the Body

- Provide students with worksheets that feature outlines of human figures.

- Instruct students to label different parts of the body and color them.

- Circulate through the classroom, providing help and feedback on their drawings.

**Step 3:** Discussing Cleanliness

- Lead a short discussion about why it is important to wash our bodies.

- Ask questions like, “How does washing help us?” and “What happens if we don’t keep clean?”

- Emphasize personal hygiene habits such as washing hands, bathing, and brushing teeth.

**Step 4:** Observing Water Sources

- Show pictures of different sources of water (river, lake, tap, etc.).

- Ask students to identify and discuss which water sources are clean and safe.

- Have students draw their favorite source of water and explain why they chose it.

**Conclusion (5 minutes):**

- Summarize key points: the parts of the body, the importance of cleanliness, and sources of clean water.

- Conduct a quick interactive activity like a “cleanliness chant” where students repeat the importance of cleanliness together.

- Preview the next lesson about other environmental hygiene practices or healthy habits related to food.

**Extended Activities:**

- Home Hygiene Chart: Have students create a hygiene chart to take home. They can check off daily hygiene tasks they complete (e.g., brushing teeth, washing hands).

- Clean Water Collage: Students can cut out pictures of water sources from magazines and create a collage showing where clean water comes from and why it’s important.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify materials used to clean different parts of the body.

2.Draw and color materials used to clean different parts of the body.

3.Foster a desire to clean their body.

**Key Inquiry Question(s):**

- What materials do we use to clean different parts of our body?

- How can we show these materials through drawings?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson about hygiene and the importance of cleanliness.

- Ask students questions about why it’s important to keep our bodies clean and what they remember about how they do it.

- Read and discuss relevant pictures and content from the learning resources, focusing on body cleaning materials.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Materials

- Show pictures of different body parts (hands, teeth, hair, etc.).

- Discuss what materials we use to clean each part (soap for hands, toothbrush for teeth, shampoo for hair).

- Allow students to name these materials and why they are important.

**Step 2:** Drawing the Materials

- Provide each student with paper and colored pencils or crayons.

- Call out the materials discussed, and ask students to draw one or two items they use to clean their body.

- Encourage them to be creative and use various colors.

**Step 3:** Sharing Their Drawings

- Invite students to share their drawings with the class.

- As students present, they should state which body part they clean and the material they use for cleaning it.

**Step 4:** Group Discussion

- Facilitate a conversation about how often we should clean our bodies (e.g., brushing teeth daily, washing hands before meals).

- Include a fun fact related to cleanliness, such as how washing hands helps prevent getting sick.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the materials used for cleaning different body parts and their importance.

- Conduct a quick interactive activity, like a “cleanliness chant” where students mimic washing hands, brushing teeth, etc., while chanting a reminder about keeping clean.

- Warn students what they will learn in the next session, such as specific cleaning routines for each body part.

**Extended Activities:**

- Have students create a hygiene poster at home that illustrates the step-by-step process of cleaning a specific body part.

- Arrange for a "cleanliness day," where students can bring their favorite cleaning materials (toothpaste, soap, shampoo) to show and talk about with their peers.

- Build a simple classroom chart where students can mark off each time they wash their hands during the week.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify materials used to clean different parts of the body.

2.Match cleaning materials with pictures of body parts they are used to clean.

3. Develop a desire to keep their body clean.

**Key Inquiry Questions:**

- What materials do we use to clean different parts of our bodies?

- Can you match the cleaning materials with the pictures of the body parts they clean?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1: "Our Lives Today" Grade 1

- Pictures/flashcards of body parts (e.g., hands, face, teeth) and corresponding cleaning materials (e.g., soap, toothbrush, washcloth)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about hygiene and its importance.

- Ask students to share what they remember about cleaning their bodies.

- Show pictures from the learning resources and discuss the importance of keeping our bodies clean.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Cleaning Materials

- Present pictures of various cleaning materials (soap, shampoo, toothbrush, etc.).

- Discuss each material and where it is commonly used (e.g., soap for hands, toothbrush for teeth).

- Engage the students by asking them when they last used these materials.

**Step 2:** Matching Activity

- Distribute pictures of body parts and cleaning materials.

- In pairs, have students match the cleaning materials to the correct body parts (e.g., matching the toothbrush to the teeth picture).

- Walk around to assist and ensure understanding.

**Step 3:** Why Clean?

- Lead a discussion about why it’s important to clean our bodies.

- Encourage students to share reasons they think cleaning is essential (e.g., to stay healthy, look nice).

**Step 4:** The Desire to Clean

- Have students create a “Cleaning Chart” where they can draw or write ways they can keep different body parts clean (e.g., washing hands, brushing teeth).

- Discuss how cleaning can be fun (e.g., singing a song while washing hands).

**Conclusion (5 minutes):**

- Summarize the key points learned about cleaning our bodies and the materials used.

- Conduct a short interactive activity where students can name a cleaning material and the body part it corresponds to.

- Preview the next session by telling students they will learn about keeping their environment clean.

**Extended Activities:**

- Home Activity: Encourage students to create a cleaning routine at home with the help of their parents. They can list what they clean every day (like their hands, face, or teeth).

- Art Activity: Provide materials for students to create a poster showing the tools and items they use to keep their bodies clean. They can present their work to the class.

- Story Time: Read a story about a character who learns the importance of being clean, followed by a discussion.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Cleaning my body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify materials used to clean different parts of the body.

2.Match cleaning materials with pictures of body parts they are used to clean.

3.Develop a desire to keep their body clean.

**Key Inquiry Questions:**

- What materials do we use to clean different parts of our body?

- Can we match cleaning materials with the pictures of body parts they clean?

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our Lives Today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson about cleanliness.

- Show pictures related to body cleaning materials (like soap, shampoo, and toothbrush) and encourage students to discuss what they see.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Body Parts

- Engage students in a discussion about different parts of the body (e.g., face, hands, teeth).

- Ask questions like, "Which part do we clean first in the morning?" to prompt thinking.

**Step 2:** Identify Cleaning Materials

- Introduce common cleaning materials (e.g., soap for hands, toothbrush for teeth) using pictures.

- Show each material and ask, "What part of the body do we use this for?"

**Step 3:** Matching Game

- Distribute pictures of body parts and cleaning materials to students.

- In pairs, have them match cleaning materials to the corresponding body parts.

**Step 4:** Discussion on Importance

- Discuss why it is important to keep our bodies clean.

- Encourage students to share how they feel when they are clean versus when they are dirty.

**Conclusion (5 minutes):**

- Summarize the key points: what materials are used to clean different parts of the body and their importance.

- Conduct a brief interactive game where students can call out what they learned, and you can confirm or expand on their answers.

- Prepare students for the next session by asking, “What other things can we do to keep our environment clean?”

**Extended Activities:**

- Home Activity: Have students create a “Cleanliness Chart” at home where they can draw or write down what cleaning materials they use for different body parts over a week.

- Art Project: Create a collage using images from magazines or drawings of different cleaning materials and body parts.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Name parts of the body.

2.Clean the face using locally available materials.

3.Appreciate the importance of cleaning the face for personal hygiene.

**Key Inquiry Questions:**

- What are the names of the parts of the face?

- How can we clean our face using local materials?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 1)

- Our Lives Today (Grade 1) Digital Devices

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson. Ask students to name the parts of the body they learned about last time.

- Introduce the topic of cleaning our face by asking students why it is important to keep our face clean.

- Read a short passage from the learning resources about face cleaning.

**Lesson Development (20 minutes):**

**Step 1:** Parts of the Face

- Show a simple diagram of the face and label each part (e.g., eyes, nose, mouth, cheeks).

- Engage students in naming these parts aloud.

**Step 2:** Importance of Cleaning the Face

- Discuss why cleaning our face is important for health (removing dirt, germs, etc.).

- Ask students to share what they do to keep their faces clean.

**Step 3:** Locally Available Materials

- Introduce materials that can be used to clean our faces (water, cloths, natural soap).

- Present a demonstration using a cloth and water on a doll or a picture to show how to clean the face.

**Step 4:** Practice Cleaning the Face

- In small groups, have students practice cleaning their faces using wet wipes or damp cloths, demonstrating the right way to do it.

- Encourage them to say the parts of the face while cleaning.

**Conclusion (5 minutes):**

- Summarize the key points: names of the face parts, the importance of cleaning it, and the materials we can use.

- Conduct a brief interactive activity: Play a "face cleaning" charades game where students act out cleaning different parts of their face while others guess which part it is.

- Preview the next lesson which will involve discussing other aspects of personal hygiene.

**Extended Activities:**

- Face Art: Have students draw their faces and label each part while discussing how each part can be cleaned.

- Hygiene Chart: Create a chart to track daily hygiene activities at home, such as washing their face after playing, brushing teeth, etc.

- Storytime: Read a story about a character who learns the importance of washing and hygiene.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Name parts of the body.

2.Clean teeth using locally available materials.

3. Appreciate the importance of cleaning teeth for personal hygiene.

**Key Inquiry Questions:**

- What are the parts of our body?

- How can we clean our teeth using things we find at home?

**Learning Resources:**

- Environmental Activities Curriculum Design for Grade 1

- Our Lives Today Grade 1

- Digital devices (for images/videos)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on personal hygiene.

- Engage learners in a brief discussion about the parts of their body, especially focusing on their teeth. Use the learning resources to show images and diagrams of the body parts.

**Lesson Development (20 minutes):**

**Step 1:** Naming Parts of the Body

- Introduce the key parts of the body related to cleaning teeth (e.g., mouth, teeth, gums).

- Use flashcards or a digital slideshow to reinforce learning.

- Invite students to point to their own parts of the body as they are named.

**Step 2:** Discussing Cleaning Tools

- Discuss ways to clean teeth using locally available materials (e.g., sticks, leaves, homemade toothbrushes).

- Show examples (images or real items) and explain how these can help clean teeth.

**Step 3:** Demonstrating Tooth Cleaning

- Demonstrate how to clean teeth using a locally available item (if safe, use a prop or a model).

- Have students practice the motions without using actual materials (to ensure safety).

**Step 4:** Group Discussion on Importance

- Facilitate a discussion about why it's important to keep teeth clean.

- Ask questions like, "What happens if we don’t clean our teeth?" and "How do we feel when we have clean teeth?"

**Conclusion (5 minutes):**

- Summarize key points: the parts of the body, ways to clean teeth, and why cleaning them is important.

- Conduct a brief interactive activity, such as a "teeth-cleaning song" where students mimic brushing their teeth while singing.

- Preview the next lesson, which will explore other personal care activities, such as washing hands or bathing.

**Extended Activities:**

- Have students create a "Teeth Cleaning Chart" at home, where they can mark each time they clean their teeth over a week.

- Suggest a "Show and Tell" session in which students can bring a safe item from home that they think can clean teeth or related to personal hygiene and discuss its use.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Name parts of the body.

2.Clean the hands using locally available materials.

3. Appreciate the importance of cleaning hands for personal hygiene.

**Key Inquiry Questions:**

- What are the parts of our body?

- How can we clean our hands using materials we have around us?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of the previous lesson on personal hygiene.

- Ask students to brainstorm and share what they remember about washing their hands.

- Guide learners to explore relevant content from the learning resources that highlight body parts and hygiene practices.

**Lesson Development (20 minutes):**

**Step 1:** Naming Parts of the Body

- Use a large picture of the human body (chart or poster) to label different body parts (hands, face, etc.).

- Have students repeat the names of the body parts after you, encouraging them to touch the corresponding part on themselves.

**Step 2:** Discussion on Hand Cleaning Materials

- Present various locally available materials (like water, soap, hand sanitizer) and discuss why these are effective for cleaning hands.

- Ask students to share what materials they use at home to clean their hands.

**Step 3:** Demonstration of Hand Washing

- Demonstrate the proper technique for washing hands: wetting hands, applying soap, scrubbing for 20 seconds, and rinsing.

- Encourage students to mimic the actions with their own hands as you guide them through the steps.

**Step 4:** Interactive Hand Washing Activity

- Provide each student with a small bottle of water and a safe, simple soap (or an alternative like hand sanitizer).

- Let students practice washing their hands using the proper technique in a fun and guided manner, promoting enthusiasm about maintaining cleanliness.

**Conclusion (5 minutes):**

- Summarize the key points covered in the lesson, highlighting the importance of hand washing and the names of body parts.

- Conduct a quick interactive activity, such as a "cleanup chant" where students celebrate cleanliness with fun motions or sounds.

- Preview the next session: "What else can we do to keep our bodies clean and healthy?" and encourage students to think of more cleaning practices to share next time.

**Extended Activities:**

- Hand Washing Song: Create a fun song or rhyme about washing hands that students can sing in class or at home.

- Body Parts Art: Each student can create a small collage or drawing of a body part and label it, helping reinforce their learning through creativity.

- Home Hygiene Chart: Encourage students to create a hand-washing chart at home, where they can mark off each time they wash their hands for a week, promoting regular habits.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Cleaning my body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Name parts of the body.

2.Clean the feet using locally available materials.

3.Appreciate the importance of cleaning the feet for personal hygiene.

**Key Inquiry Question(s):**

- What parts of the body do we have?

- What can we use from our environment to clean our feet?

**Learning Resources:**

- Environmental Activities Curriculum design (Grade 1)

- Our Lives Today (Grade 1)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by greeting the students and reviewing the previous lesson about body parts.

- Engage learners by asking them to name parts of the body they learned last time.

- Introduce the topic of feet and discuss why it is important to keep them clean.

**Lesson Development (20 minutes):**

**Step 1:** Identify Body Parts

- Have a large poster or chart that shows different parts of the body.

- Ask students to point out and name the body parts, specifically focusing on the feet.

- Discuss with students why feet are important and what they do for us (walking, running, etc.).

**Step 2:** Discuss Cleaning Materials

- Introduce different locally available materials that can be used to clean feet (e.g., water, soap, a soft cloth, or natural scrubs like sand).

- Discuss with students why using clean materials helps keep us healthy. Ask if they have seen their parents use any of these materials at home.

**Step 3:** Demonstration of Cleaning Feet

- Set up a small demonstration using a basin of water, soap, and a cloth, if possible.

- Demonstrate how to clean feet properly, emphasizing washing between the toes and rinsing well.

- Encourage students to ask questions during the demonstration.

**Step 4:** Hands-On Activity

- If possible, allow students to practice cleaning their feet in a safe environment (using a basin of water and cloth).

- Discuss with students how it felt to clean their feet and why they think it's important.

**Conclusion (5 minutes):**

- Summarize the key points learned about the body parts, specifically feet, and the cleaning process.

- Do a quick interactive review by asking students to share one thing they learned today about cleaning their feet.

- Preview the next lesson, which will focus on why keeping our bodies clean is essential for our health (i.e., exploring other parts of the body).

**Extended Activities:**

- Draw and Label: Have students draw a picture of their feet and label the parts (toes, heel, sole).

- Foot Hygiene Chart: Create a simple chart to track daily foot cleaning at home.

- Story Time: Read a story emphasizing the importance of cleanliness and caring for our bodies.

**Teacher Self – Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Cleaning My Body

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Name parts of the body

2.Clean hair using locally available materials

3.Appreciate the importance of cleaning hair for personal hygiene

**Key Inquiry Question(s):**

- What do we use to clean our hair?

- Why is it important to keep our hair clean?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Engage students in a brief discussion about what they learned last time related to hygiene and body parts. Ask them to name different parts of their body.

- Discussion of Key Concepts: Read together from the learning resources about body parts, focusing on hair. Discuss why taking care of our hair is important for hygiene.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Hair

- Activity: Show pictures of different hair types (curly, straight, short, long) and ask students to identify different hair types and share what type of hair they have.

**Step 2:** Materials for Cleaning Hair

- Activity: Discuss with the students the materials they use to clean their hair (shampoo, conditioner). Introduce the idea of using locally available materials like soap or plant extracts.

- Hands-On Activity: Show samples of natural materials (if available) that can be used for cleaning hair (like aloe vera, soapnuts, or natural shampoos) and discuss their benefits.

**Step 3:** Practicing Cleaning Techniques

- Demonstration: Pretend to wash hair using the suggested materials. Discuss the steps on how to wash hair properly (wetting, applying soap, rinsing).

- Interactive Practice: Allow students to practice the steps using their dolls or stuffed animals, pretending to wash their hair as you guide them.

**Step 4:** Discussing Hygiene Importance

- Group Discussion: Talk about why we need to keep our hair clean. What happens if we don’t? Use simple language to connect hygiene to health, comfort, and confidence.

**Conclusion (5 minutes):**

- Summarize Key Points: Recap the parts of the body discussed (focusing on hair), the materials learned to clean our hair, and the importance of keeping hair clean.

- Brief Interactive Activity: Play a quick game like “Simon Says” focused on hygiene actions (e.g., “Simon says pretend to wash your hair!”).

- Preview Next Lesson: Hint at the next topic (“Next time we’ll learn about cleaning our whole body!”) and ask students to think about other body parts they want to learn how to clean.

**Extended Activities:**

- Create a Hair Care Poster: Have students draw a picture of themselves with their hair and label the parts of their hair (roots, strands, tips). They can even write a simple sentence about why they like to keep their hair clean.

- Hair Washing Storybook: Ask students to create a short story about a character who learns to wash their hair properly and how it helps them in their daily life.

**Teacher Self – Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify materials used to clean a home environment

2. Draw and color materials used to clean a home environment

3.Appreciate living in a clean home environment

**Key Inquiry Questions:**

- What different materials do we use to sweep, wipe, dust, and collect litter at home?

- Can we draw and color the materials we use to clean our home?

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our Lives Today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a brief review of the previous lesson on homes.

- Ask students to share any cleaning they helped do at home.

- Introduce the topic of cleaning materials and their importance in keeping our home tidy and healthy.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Gather students in a circle and ask, "What tools do we use to clean our homes?"

- Write down their responses on a whiteboard (e.g., broom, mop, dustpan).

- Discuss the purpose of each item and how it helps maintain a clean environment.

**Step 2:** Exploring Materials

- Show real-life examples of cleaning materials if available (broom, cloth, etc.) or images.

- Invite students to share if they have used these items and how they felt using them.

- Explain how using the right materials helps keep our homes nice and tidy.

**Step 3:** Drawing Activity

- Provide each student with paper and colors.

- Ask them to draw their favorite cleaning tool.

- Encourage them to color their drawings and write a small sentence about what the tool is used for.

**Step 4:** Sharing & Caring

- Have students share their drawings with the class.

- As they share, discuss the importance of cleaning and appreciating our homes.

- Reinforce the idea that living in a clean environment makes us feel good and healthy.

**Conclusion (5 minutes):**

- Summarize what was learned: the tools we use to clean and why a clean home is important.

- Conduct a quick interactive game, such as passing around a ball and when a student catches it, they say one cleaning tool.

- Preview the next session on keeping our outdoor environment clean and ask them to think about litter they see outside.

**Extended Activities:**

- Home Cleaning Chart: Students can create a chart at home with their family listing different cleaning tasks done each day.

- Nature Clean-Up Day: Organize a day where students and their families can clean up litter in a local park or around the school.

- Story Time: Read a book about cleaning or caring for the environment and discuss its themes.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify materials used to clean a home environment.

2. Draw and colour materials used to clean a home environment.

3.Appreciate living in a clean home environment.

**Key Inquiry Question(s):**

- What materials do we use to sweep, wipe, dust, and collect litter at home?

- Can you draw and colour the materials we use to keep our home clean?

**Learning Resources:**

- Environmental Activities Curriculum design, Grade 1

- Our Lives Today, Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students about the importance of keeping their environment clean.

- Guide learners to briefly discuss and share their thoughts on the materials that help us keep our homes clean. Use prompts like, "What do we use to wipe the table?" or "How do we clean up dust?

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Conduct a class discussion about the different cleaning materials they use at home. Examples: brooms, mops, dusters, and garbage bags.

- Ask questions to guide their thinking: "Who uses a broom in your house?" "What do we use to pick up litter?"

**Step 2:** Group Activity

- Split students into small groups and provide them with pictures or real-life examples of cleaning materials.

- Have each group take turns sharing what they have and discussing how it is used to keep their home clean.

**Step 3:** Drawing Activity

- Instruct students to draw one cleaning material that they have discussed and to colour it. Prompt them to think about their own experiences at home while drawing.

**Step 4:** Sharing

- Allow students to share their drawings with the class. Ask them to explain why they chose that particular material and how it helps keep their home clean.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson—what materials we can use to clean our homes and why it's important to keep our living spaces tidy.

- Conduct a quick interactive activity where students can raise their hands to say one thing they learned about cleaning homes.

- Prepare students for the next session by introducing the idea of recycling and how it contributes to a clean environment.

**Extended Activities:**

- Create a "Clean Home" poster project where students can collect images or actual items (safe, light-weight) that contribute to a clean home and create a class collage.

- Encourage students to help clean up a part of the classroom or schoolyard, reinforcing the real-world application of their learning.

- Plan a "Clean-Up Day" at home where each student can document how they helped clean their room or living area, reinforcing the lesson.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify materials used to clean a home environment.

2.Draw and color materials used to clean a home environment.

3.Appreciate living in a clean home environment.

**Key Inquiry Question(s):**

- What materials do we use to sweep, wipe, dust, and collect litter at home?

- Can we draw and color what we use to keep our home clean?

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our Lives Today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students about their homes and how they keep them clean.

- Review the previous lesson by asking students what they learned about cleaning.

- Read a short passage from the learning resources about cleaning materials, ensuring students understand key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Cleaning Materials

- Ask students to share what materials they use at home to clean.

- Write their ideas on the board (e.g., broom, mop, dustpan, cloth).

- Use pictures to help visual learners.

**Step 2:** Group Activity – Cleaning Charades

- Divide the class into small groups.

- Give each group a cleaning material (or a picture of it) and ask them to act it out while the class guesses.

- Discuss the importance of each material after the charades.

**Step 3:** Drawing and Coloring Activity

- Provide students with paper and crayons.

- Instruct them to draw their favorite cleaning material and color it.

- Encourage them to add something that shows they are using that material.

**Step 4:** Sharing Drawings

- Allow students to share their drawings with the class.

- Ask them to explain why they like that cleaning material and how it helps keep their home clean.

**Conclusion (5 minutes):**

- Summarize key points about the importance of living in a clean home and the tools used for cleaning.

- Conduct a quick interactive review game; ask students true or false questions about cleaning materials.

- Preview the next lesson's topic which will focus on recycling and its importance.

**Extended Activities:**

- Home Cleaning Chart: Encourage students to make a chart at home where they can mark daily cleaning activities and what materials they used.

- Community Clean-Up: Organize a small community clean-up day, where students can bring their families to help clean a local park or playground.

- Craft Project: Create a collage using pictures of various cleaning materials from magazines.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify materials used to clean a home environment.

2.Draw and color materials used to clean a home environment.

3.Appreciate living in a clean home environment.

**Key Inquiry Question(s):**

- What materials do we use to sweep, wipe, dust, and collect litter at home?

- Can you draw and color a picture of these materials?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

- A Plant (as a reference for home cleaning and the environment)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson focusing on our home and the importance of keeping it clean.

- Guide learners to read from the resources about cleaning materials and discuss why cleaning is important for a healthy home environment.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Ask students questions like: "What do you use to sweep your floor?" or "How do you clean the table?"

- Encourage students to share their ideas about different cleaning materials (e.g., brooms, mops, cloths, trash bags).

- Write their responses on the board to visualize the variety of materials used.

**Step 2:** Demonstration

- Show real or pictures of cleaning materials.

- Explain the purpose of each item and how they contribute to keeping a home clean. For example, "This is a broom. We use it to sweep the floor and pick up dirt."

**Step 3:** Drawing Activity

- Hand out paper and crayons.

- Instruct students to draw and color at least two cleaning materials they learned about today.

- Walk around the classroom to assist and engage with students while they work on their drawings.

**Step 4:** Sharing

- Allow students to share their drawings with a partner or the class.

- Encourage them to explain why they chose those materials and how they are used for cleaning.

**Conclusion (5 minutes):**

- Summarize the importance of using these materials to keep our homes clean.

- Ask guiding questions: "How do we feel in a clean home?" or "What did you learn about cleaning materials?"

- Prepare learners for the next session by giving them a hint about learning more about nature and how it also affects our home environment.

**Extended Activities:**

- Home Cleaning Scavenger Hunt: Encourage students to find cleaning materials at home and make a list with their family. They can bring their completed list to the next class.

- Art Project: Create a poster collage with images or drawings of cleaning materials to display in the classroom and remind everyone about keeping things clean.

- Story Time: Read a book about cleaning or environmental care to further emphasize the importance of cleanliness at home and in the environment.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State common accidents at home for personal and others' safety.

2.Select places at home or school where common accidents are likely to occur.

3.Develop a desire to prevent common accidents.

**Key Inquiry Question(s):**

- What are some common accidents that happen at home?

- Where at home or school do you think these accidents might happen?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on safety rules at home. Ask students to share one safety rule they remember.

- Guide learners to read a short section from the learning resources about home safety. Ask questions to check understanding.

**Lesson Development (20 minutes):**

**Step 1:** Discussion of Common Accidents

- Ask students to name some accidents they have heard about or experienced at home or school (e.g., slipping, falling, cuts).

- Write these down on the board.

**Step 2:** Identifying Locations

- Discuss specific places where these accidents might happen (e.g., kitchen, bathroom, playground).

- Have students draw a simple map of their home or classroom and mark these locations.

**Step 3:** Safety Measures

- Discuss what can be done to prevent these accidents (e.g., using non-slip mats, putting away toys).

- Create a “Safety Promise” chart where each student writes or draws one thing they will do to be safer.

**Step 4:** Role-Playing

- In pairs, have students role-play a scenario where they prevent an accident (e.g., helping a friend who is about to trip).

- Share their role-plays with the class.

**Conclusion (5 minutes):**

- Summarize the key points about common accidents and safety measures discussed in class.

- Conduct a brief interactive quiz (e.g., “Thumbs up if you will remember to be safe around the house!”).

- Prepare learners for the next session by asking them to think of one new safety rule they can share next time.

**Extended Activities:**

- Safety Poster Project: Have students create posters about safety rules at home. They can use drawings, words, or both.

- Safety Story Time: Read a book related to safety (like “Officer Buckle and Gloria”) and discuss the safety tips given in the story.

- Home Safety Checklist: Students can take home a checklist of common hazards to discuss with family members and see how they can improve safety together.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State common accidents at home for personal and others' safety.

2. Select places at home or school where common accidents are likely to occur.

3.Desire to prevent common accidents.

**Key Inquiry Questions:**

- What common accidents happen at home?

- Where are the places at home or school where common accidents might happen?

**Learning Resources:**

- Environmental Activities Curriculum Design - Grade 1

- Our Lives Today - Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson. Ask students what they remember about safety in their homes.

- Encourage learners to read a section from the learning resources that explains common accidents, ensuring they understand the key concepts.

**Lesson Development (20 minutes):**

**Step 1:**

- Identify Common Accidents

Have students brainstorm common accidents that might happen at home (e.g., slipping on a wet floor, getting a cut from a sharp object). Write these on the board.

**Step 2:**

- Discuss Specific Locations

Lead a discussion about where these accidents often happen (e.g., kitchen, bathroom, living room). Ask students to point out these areas in a simple diagram of a house.

**Step 3:**

- Safety Tips Sharing

Divide students into small groups. Have each group come up with one safety tip for each location identified in Step 2 (e.g., "Keep the floor dry in the bathroom"). After discussing, groups will share their tips with the class.

**Step 4:**

- Creating a Safety Chart

Collaboratively create a safety chart on poster paper where students can draw or paste pictures representing their safety tips. This chart will serve as a visual reminder of how to stay safe.

**Conclusion (5 minutes):**

- Summarize the key points discussed, reinforcing the importance of preventing accidents.

- Conduct an interactive game where students match safety tips to scenarios (e.g., a wet floor with "Use a towel").

- Preview the next session: "What to do in case of an accident?" Encourage students to think of what steps they should take if someone gets hurt.

**Extended Activities:**

- Safety Scavenger Hunt: Give students a list of common accidents and have them go around their home or classroom to identify potential hazards.

- Safety Poster Project: Ask students to create a poster showing their favorite safety tip and share it with the class during the next session.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify common accidents at home to ensure personal and others' safety.

2. Select places at home or school where common accidents are likely to occur.

3.Develop a desire to prevent common accidents.

**Key Inquiry Question(s):**

- What common accidents can happen at home?

- Where at home or school can these accidents occur?

**Learning Resources:**

- Environmental Activities Curriculum Design, Grade 1

- Our Lives Today, Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a friendly greeting to the class.

- Review the previous lesson on safety rules. Ask students, "What safety rules do we remember?"

- Briefly introduce today's lesson, explaining that they will learn about common accidents at home and school.

**Lesson Development (20 minutes):**

**Step 1:** Group Discussion

- Ask the students, "Can anyone think of accidents that might happen at home or school?"

- Write their responses on the board. Encourage sharing by prompting, "What would happen if we left toys on the floor?"

- Highlight common accidents like slipping, falling, or burning.

**Step 2:** Identify Locations

- Divide students into small groups. Give each group a large sheet of paper and crayons.

- Ask them to draw a picture of one room in their house or a part of their school.

- Prompt them to identify and mark places where accidents could occur, such as spilled water on the floor or things left on stairs.

**Step 3:** Present Findings

- Each group shares their drawing with the class.

- Ask questions like, "Why is it important to be careful in this area?"

- Reinforce the idea that awareness of these places can help keep everyone safe.

**Step 4:** Safety Tips

- Introduce simple safety tips based on the accidents discussed (e.g., picking up toys, using utensils carefully).

- Have the students repeat safety tips after you for reinforcement, ensuring they understand why each tip is important.

**Conclusion (5 minutes):**

- Summarize the key points: types of accidents and the importance of being safe at home and school.

- Conduct a quick interactive activity by playing a "Safety Simon Says" game, where you give commands related to staying safe (e.g., "Simon says, pick up your toy!").

- Prepare students for the next session by asking, "What is one safety tip you will remember to share with your family?"

**Extended Activities:**

- Have students create a "Safety at Home" poster at home with their parents, illustrating safety tips they've learned.

- Invite students to role-play scenarios demonstrating safe practices to reinforce learning.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. State common accidents at home for personal and others’ safety

2.Watch video clips on ways of preventing common accidents

3. Develop a desire to prevent common accidents

**Key Inquiry Question(s):**

- What are some common accidents that happen at home?

- How can we use digital devices to watch videos about preventing accidents at home?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

- Video clips illustrating home safety

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson, recalling what students learned about safety at home.

- Introduce the topic of common accidents at home. Ask students if they know of any accidents that might happen in their homes.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Common Accidents

- Engage students in a discussion. Ask questions like: "What do you think can happen at home that may hurt us?"

- Write down their responses on the board. Examples might include slipping on a wet floor, touching hot items, or playing with sharp objects.

**Step 2:** Watching Videos

- Show video clips that demonstrate common accidents at home and how to prevent them. Ensure the videos are age-appropriate and engaging.

- After each clip, ask students what they learned about preventing those accidents.

**Step 3:** Group Discussion

- Break students into small groups and let them discuss what they saw in the videos. Prompt them to share what they can do to keep themselves safe at home.

- Circulate to listen and guide discussions as needed.

**Step 4:** Creating a Safety Chart

- As a class, create a simple “Home Safety” chart. Students can suggest ways to prevent each accident discussed and illustrate it if possible.

- Use easy words and phrases that kids understand, like "no running in the house" or "keep hot things away."

**Conclusion (5 minutes):**

- Review the key points from the lesson about common home accidents and ways to stay safe.

- Conduct a quick interactive activity: Ask students to call out a safety tip they learned today, and if they can, demonstrate it (like a pretend "no running").

- Preview the next session: "Next time, we’ll talk about safety in our neighborhoods!"

**Extended Activities:**

- Encourage students to create a home safety poster at home, where they illustrate one or two safety tips they learned today. They can bring the poster back to school for a mini-show and tell.

- Suggest a family safety scavenger hunt where they can look for potential safety hazards at home and think of ways to prevent them.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the importance of living in a clean home.

2.Carry out activities to ensure cleanliness in the home.

3. Appreciate living in a clean home environment.

**Key Inquiry Question(s):**

- Why is it important to live in a clean home?

- What activities can we do to help keep our homes clean?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Start by asking students what they remember from the last lesson about the environment and cleanliness.

- Discussion: Read a short passage from the learning resources about keeping homes clean. Encourage students to share their thoughts and feelings about what it means to live in a clean home.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Cleanliness

- Ask students why they think a clean home is important. Write their responses on the board.

- Introduce ideas: cleanliness can help us stay healthy, makes everyone feel good, and can help us find things easily.

**Step 2:** Identifying Areas to Clean

- Make a list with the students of areas in their homes that need to be cleaned (e.g., bedrooms, kitchens, living rooms).

- Discuss how these areas can get messy and what happens if we don’t clean them.

**Step 3:** Cleaning Activities

- Talk about specific activities that help keep homes clean (e.g., picking up toys, wiping tables, sorting trash, etc.).

- Split into small groups and give them scenarios. Each group will present how they would clean a specific area of their home.

**Step 4:** Role-Play

- Have students role-play cleaning their home. Use props like toy brooms, sponges, and trash bags. Guide them to verbally express why they are doing the activity as they act it out.

**Conclusion (5 minutes):**

- Summarize Key Points: Review the importance of a clean home, activities to keep it clean, and how it makes us feel.

- Interactive Activity: Have a quick quiz where you ask questions like, “What is one thing we can do to keep our room clean?” Students can raise their hands to answer.

- Preview Next Session: Tell students that next time we will discuss how we can help keep our community clean.

**Extended Activities:**

- Home Clean-Up Chart: Encourage students to create a clean-up chart at home with their parents. They can list chores and mark off what they accomplish each day.

- Nature Walk: Organize a short walk where students look for litter in the playground and discuss how to pick it up, emphasizing why picking up garbage is important for the environment.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the importance of living in a clean home.

2.Carry out activities to ensure cleanliness in the home.

3.Appreciate living in a clean home environment.

**Key Inquiry Questions:**

- Why is it important to live in a clean home?

- What can we do to keep our homes clean?

**Learning Resources:**

- Environmental Activities Curriculum design, Grade 1

- "Our Lives Today," Grade 1 textbook

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students if they remember what we talked about in the previous lesson. (e.g., What does a clean home mean?)

- Briefly read and discuss excerpt from the learning resources that highlights why cleanliness is important.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Importance of Cleaning

- Engage students in a discussion. Ask open-ended questions like, "How does a clean home make us feel?" and "What do we see in a clean home?"

- Use visual aids (like pictures of clean vs. dirty homes) to help illustrate points.

**Step 2:** Brainstorm Cleaning Tools

- Together, list items we use for cleaning. (e.g., broom, dustpan, trash can, vacuum)

- Write their responses on the board to visualize the tools, encouraging participation.

**Step 3:** Demonstrate a Cleaning Activity

- Explain a simple cleaning task (like picking up toys or wiping tables) they can do at home.

- Model the task for the class, allowing students to volunteer to help.

**Step 4:** Create a Clean Home Checklist

- Guide students to create a “Clean Home Checklist” with items they can tick off at home (e.g., making the bed, putting away toys, taking out the trash).

- Provide them with a template for the checklist to take home.

**Conclusion (5 minutes):**

- Summarize the key points: "Today we learned that keeping our home clean is important for our health and happiness."

- Conduct a brief interactive activity: Students can share one thing they will do at home to keep it clean.

- Preview the next session: "Next time, we'll talk about how we can help to keep our school clean."

**Extended Activities:**

- Home Clean-Up Day: Organize a family clean-up day where students can practice their cleaning skills at home.

- Art Project: Create a poster about "What Makes My Home Clean," using drawings of cleaning tools and activities.

- Story Time: Read a story about cleanliness (e.g., a character who learns the importance of a tidy home) and discuss it in class.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Home

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify the importance of living in a clean home.

2. Carry out activities to ensure cleanliness in the home.

3. Appreciate living in a clean home environment.

**Key Inquiry Questions:**

- Why is it important to live in a clean home?

- What activities can we do to keep our home clean?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade: Our Lives Today, Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on the environment and what makes it clean or dirty.

- Read a short story or passage from the learning resources about a clean home.

- Discuss with the learners why having a clean home is essential for living happily and healthily.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Benefits of a Clean Home

- Ask students why they think a clean home is important.

- Write their answers on the board. Explain that a clean home keeps us healthy and happy.

**Step 2:** Daily Clean-Up Activities

- Introduce activities that help keep a home clean, like:

- Picking up toys.

- Putting dishes in the sink.

- Dusting surfaces.

- Have a discussion about which of these activities the students can do at home.

**Step 3:** Group Activity - Clean-Up Relay

- Set up a mini "clean-up relay" inside the classroom where pairs of students have to pick up items (like toys or books) and bring them to a specific spot.

- Discuss how this kind of activity promotes cleanliness.

**Step 4:** Create a "Clean Home" Chart

- On a large piece of paper, create a chart where students can draw or write activities they can do to keep their homes clean.

- Allow students to share their ideas and hang the chart for future reference.

**Conclusion (5 minutes):**

- Summarize the importance of living in a clean home that keeps us healthy and happy.

- Ask students to share one thing they can do at home to help keep it clean.

- Preview the next session: "Taking Care of Our Surroundings", where they will learn about keeping outdoor spaces clean.

**Extended Activities:**

- Home Clean-Up Challenge: Encourage students to participate in a “Home Clean-Up Challenge” where they can spend a day focusing on keeping their home clean and then share their experience in the next class.

- Craft Project: Create a personal “Clean Home” poster at school, where students can draw pictures of clean activities and hang it at home.

- Story Time: Have students read a story about cleanliness and share what they learned.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify basic needs in the family.

2.Draw and color pictures of basic needs.

3.Appreciate different needs in the family.

**Key Inquiry Questions:**

- What are the basic needs in a family?

- How can we express these needs through drawing?

**Learning Resources:**

- Environmental Activities Curriculum Design, Grade 1

- Our Lives Today, Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start with a quick review of what was learned in the previous lesson.

- Ask students to share some things they remember about families.

- Introduce the topic of basic needs by asking, "What do families need to live happily and healthily?"

**Lesson Development (20 minutes):**

**Step 1:** Understanding Basic Needs

- Discuss basic needs as a class (food, water, shelter, clothing, love).

- Use simple visuals or flashcards to illustrate each need.

- Ask students if they can think of examples of each need in their own families.

**Step 2:** Group Discussion

- Divide students into small groups.

- Have them discuss the needs they have in their family.

- Each group will choose one basic need to focus on and share with the class.

**Step 3:** Drawing Activity

- Distribute drawing paper and colored pencils.

- Instruct students to draw their favorite basic need that they discussed in their groups.

- Encourage creativity and remind them to add colors.

**Step 4:** Sharing Our Drawings

- Invite students to share their drawings with the class.

- Encourage them to explain why that basic need is important to their family.

**Conclusion (5 minutes):**

- Summarize the key points:

- Families have needs: food, water, shelter, clothing, and love.

- We can express our understanding of these needs through drawing.

- Conduct a brief interactive activity, such as asking students to clap for every basic need mentioned.

- Preview the next lesson by asking, "What do you think we will learn about families next time?"

**Extended Activities:**

- "Family Needs Collage": Encourage students to make a collage at home using magazines, pictures, or drawings that represent their family's basic needs.

- "Home Needs Survey": Have students ask family members about their needs and report back to the class, creating a chart or list.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Students will state the basic needs of a family.

2.Students will cut and paste pictures of basic needs in their books.

3. Students will appreciate the different needs within a family.

**Key Inquiry Question(s):**

- What are the basic needs in a family?

- How can we represent those needs with pictures?

**Learning Resources:**

- Environmental Activities Curriculum Design for Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson, asking students to share one thing they learned.

- Introduce the concept of "basic needs" in a family, guiding students through a brief discussion using illustrations from the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Identify Basic Needs

- Engage the students in identifying basic needs by asking questions like, "What do we need to live?"

- Write responses on the board (e.g., food, water, shelter, clothing).

**Step 2:** Picture Discussion

- Display a set of pre-cut pictures related to basic needs (e.g., food items, a house, clothes).

- Have a discussion about each picture, asking students to explain why these items are important for a family.

**Step 3:** Cut and Paste Activity

- Distribute a worksheet with empty spaces where students can paste the pictures.

- Instruct students to cut out the pictures from the provided collage and glue them on their paper under the title "Basic Needs of a Family."

**Step 4:** Sharing and Appreciating Differences

- Allow students to share their completed worksheets with the class.

- Discuss how different families might have different needs and how all needs are important.

**Conclusion (5 minutes):**

- Summarize the key points: what basic needs were discussed and the importance of each.

- Conduct a brief interactive activity where students can shout out one basic need and why it's important.

- Preview the next session by asking students to think about how we can help our families meet their needs.

**Extended Activities:**

- Family Needs Poster: Encourage students to create a poster at home depicting their family's needs using drawings or pictures from magazines.

- Community Needs: Discuss with students how communities also have needs (e.g., parks, schools) and ask them to list down what they think the community needs.

- Story Time: Have students bring in stories from their family that highlight how their needs have been met or times they’ve come together to help each other.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Family needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State the basic needs in the family.

2.Cut and paste pictures of basic needs in their books.

3.Appreciate different needs in the family.

**Key Inquiry Question(s):**

- What are the basic needs in a family?

- How can we use pictures to show these needs?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 1)

- Our Lives Today (Grade 1)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome the students and have them recall what they learned in the last lesson.

- Use a few guiding questions to review basic needs (e.g., "What does everyone in a family need to live and be happy?").

- Briefly introduce today's lesson, emphasizing the importance of identifying and understanding family needs.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Basic Needs

- Discuss what basic needs are (food, water, shelter, clothing).

- Show pictures of each basic need using a projector or printed images.

- Encourage students to share examples or experiences related to these needs.

**Step 2:** Digital Exploration

- Have students use digital devices (tablets or classroom computers) to search for images that represent basic family needs.

- Assist them as they look for pictures of food, water, shelter, and clothing.

- Ask them to think about why these needs are important to every family.

**Step 3:** Cut and Paste Activity

- Provide students with printed images or let them print the pictures they found digitally.

- Ask them to cut out the pictures and paste them into their books under a title "Our Family Needs".

- Encourage creativity in decorating the page.

**Step 4:** Sharing and Discussion

- Invite students to share their pages with the class, explaining their chosen pictures.

- Facilitate a brief discussion on the different needs represented in each student’s work.

**Conclusion (5 minutes):**

- Summarize the key points about basic needs discussed in class.

- Ask students questions, such as "What is one basic need that is important in your family?" to reinforce learning.

- Give a preview of the next lesson: “Next time, we will explore why these needs are important and how families can work together to meet them."

**Extended Activities:**

- Home Activity: Ask students to discuss with their families what their basic needs are and create a collage or drawing at home of things their family needs.

- Classroom Project: Design a family needs poster with pictures and input from the whole class, which can be displayed on the classroom wall.

- Story Time: Read a story that incorporates themes of family needs, then ask students to illustrate their favorite part with respect to basic needs.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify food we get from plants and animals

2. Categorize food from plants and animals eaten at home

3. Appreciate different needs in the family

**Key Inquiry Question(s):**

- What food do we get from plants and animals?

- Can we sort and group locally assorted food items into types of tastes?

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our Lives Today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was learned in the previous lesson about food and families.

- Read a short passage from the learning resources about foods we get from plants and animals. Discuss with students what they remember and understand about these foods.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Foods

- Introduce different types of food from plants (fruits, vegetables, grains) and animals (meat, eggs, dairy).

- Use pictures or real examples to show these foods. Ask students to name some foods they like from each category.

**Step 2:** Sorting Activity

- Create a sorting chart on the board (Plant Foods vs. Animal Foods).

- Hand out food picture cards (or actual food items) and have students come up to place their items in the appropriate category on the chart.

**Step 3:** Tasting and Grouping

- Provide samples of some fruits, vegetables, and dairy products (if allergies allow).

- Let students taste small portions and describe the flavors (sweet, sour, salty, etc.), then help them group the foods based on taste.

**Step 4:** Family Food Discussion

- Lead a discussion about different foods that families might need and why (for health, energy, taste).

- Have students share their favorite family meals and which plant or animal foods are included.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, highlighting the different foods and which come from plants vs animals.

- Play a quick game where students shout out whether a given food name is from a plant or an animal.

- Preview the next lesson topic: "How are foods grown or raised?" and encourage students to think of questions they might have.

**Extended Activities:**

- Nature Walk: Go on a nature walk to look for plants or animals that might provide food.

- Home Project: Ask students to help their families create a meal plan for one day including foods from both plants and animals, and share it in the next class.

- Art Activity: Create a “food collage” using magazine cutouts of food from plants and animals, labeling each item in their collage.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Family needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify food we get from plants and animals.

2. Match pictures of food items with their names.

3. Appreciate different needs in the family.

**Key Inquiry Questions:**

- List foods we get from plants and animals.

- Match pictures of food items with their names.

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our lives today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about food from plants and animals.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing the understanding of the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Discussion Time

- Introduce the concept of food sources. Ask students what they think foods come from.

- Show pictures of fruits, vegetables, and animal-based foods.

- Encourage students to share their thoughts and experiences with these foods.

**Step 2:** Identifying Foods

- Distribute a worksheet with images of foods.

- In pairs, students will identify which foods come from plants (e.g., carrots, apples) and which come from animals (e.g., milk, chicken).

- Circulate to assist as needed, encouraging discussion among pairs.

**Step 3:** Matching Game

- Provide individual cards with pictures of food items and separate cards with their names.

- Have students match the picture cards with the correct name cards.

- Allow students to work individually or in small groups, fostering collaborative learning.

**Step 4:** Family Food Discussion

- Engage the class in a discussion about how families need different foods.

- Ask students to share their favorite meals and identify which foods are from plants and which are from animals.

- Highlight the importance of a balanced diet and how it comes from both sources.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: the different food sources from plants and animals, the matching activity, and the importance of various food needs in a family.

- Conduct a brief interactive activity where students can either draw their favorite food made from plants or animals, or share one food that their family often eats.

- Prepare learners for the next session by letting them know they will explore seasonal foods and where they come from.

**Extended Activities:**

- Food Collage: Have students create a collage using cut-out pictures from magazines of food items, categorizing them as plant-based or animal-based.

- Garden Visit: If possible, arrange a visit to a local garden or farm to see where some foods come from and discuss how plants grow.

- Cooking Day: Plan a simple cooking activity in class where students can help prepare a dish using both plant-based and animal-based ingredients, learning about nutrition.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify food we get from plants and animals

2.Match pictures of food items with their names

3. Appreciate different needs in the family

**Key Inquiry Questions:**

- What foods do we get from plants and animals?

- Can you match these food items with their names?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review: Begin by welcoming the students and asking them to share one food they ate for breakfast.

2. Discussion: Briefly discuss the food sources, prompting them to think about whether it comes from a plant or an animal. Encourage sharing by raising hands.

**Lesson Development (20 minutes):**

**Step 1:** Explore Food Sources

- Activity: Show images of various food items (e.g., apples, carrots, chicken, milk).

- Discussion: Ask students which foods come from plants and which come from animals.

- Class Participation: Create two columns on the board labeled “Plants” and “Animals” and ask students to help categorize the foods.

**Step 2:** Matching Game

- Materials: Provide students with a worksheet that has pictures of food items on one side and names on the other side.

- Activity: Have students cut out the pictures and match them with the correct food names.

- Guidance: Walk around the classroom to assist students who may need help with matching.

**Step 3:** Family Needs Discussion

- Prompt: Ask students to think about how food from plants and animals meets their family’s needs.

- Interactive Sharing: Have students share one food item that their family enjoys and why it is important.

**Step 4:** The Importance of Food Sources

- Whole Class Discussion: Talk about the importance of ensuring both plants and animals are taken care of, as they provide us with food.

- Visual Connection: Show videos or images of farms/gardens to illustrate how food is grown and harvested.

**Conclusion (5 minutes):**

1. Summarization: Recap the foods discussed, emphasizing which come from plants and which come from animals.

2. Interactive Activity: Quick quiz - hold up food pictures and have students shout out whether they come from plants or animals.

3. Next Lesson Preview: Briefly introduce the next topic, such as how food gets to our tables or how we can take care of the environment.

**Extended Activities:**

- Home Activity: Ask students to help their family prepare a meal and list out the ingredients, noting which come from plants and which from animals.

- Nature Walk: Organize a walk in a nearby garden or park where students can identify and observe local plants and animals.

- Art Project: Create a "Food from Plants and Animals" collage using magazine cut-outs.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Select suitable food for a healthy body.

2.Create a one-week journal on healthy foods eaten.

3.Appreciate food from plants and animals.

**Key Inquiry Questions:**

- What foods can help keep our bodies healthy?

- How can we keep track of healthy foods we eat each day?

**Learning Resources:**

- Environmental Activities Curriculum design grade Our lives today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson on food sources.

- Ask students to share their favorite foods and if they think those foods are healthy.

- Introduce the lesson topic: "Today, we will learn how to choose healthy foods that help our bodies grow strong!"

**Lesson Development (20 minutes):**

**Step 1:** What is Healthy Food?

- Discuss what makes a food healthy (fruits, vegetables, whole grains, proteins).

- Use picture cards of various foods and ask students to categorize them into healthy and unhealthy.

**Step 2:** Benefits of Healthy Foods

- Talk about how healthy foods help our bodies (strong bones, energy, good skin).

- Show a simple chart that illustrates these benefits visually.

**Step 3:** Food Journal Introduction

- Explain what a food journal is and how it can help us track the healthy foods we eat.

- Hand out a simple template for the students, with spaces for each day of the week.

**Step 4:** Create Your Food Journal

- Have students fill out their food journal by writing down one healthy food they plan to eat each day for a week.

- Encourage creativity—students can draw pictures of their foods next to the words.

**Conclusion (5 minutes):**

- Summarize the key points: What is healthy food? Why is it important?

- Conduct a quick interactive activity: Ask students to name one healthy food and why it is good for them.

- Preview the next session’s topic: “Next time, we will explore how we can appreciate and help our local environment by growing our own healthy foods!”

**Extended Activities:**

- Food Taste Test: Organize a class taste test where students can try different fruits and vegetables. Discuss their favorites and how they can incorporate them into their diets.

- Garden Project: Start a small class garden where students can plant fruits or vegetables and learn about the growth process.

- Healthy Recipe Book: Invite students to bring in or share their favorite healthy recipes at home to create a class recipe book.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Family Needs

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Select suitable food for a healthy body

2. Create a one-week journal of healthy foods eaten

3.Appreciate food from plants and animals

**Key Inquiry Questions:**

- What foods are healthy for our bodies?

- How can we keep track of the healthy foods we eat?

**Learning Resources:**

- Environmental Activities Curriculum Design for Grade 1

- Our Lives Today for Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the Previous Lesson:

- Ask students to share one thing they learned about food from the last lesson.

2. Guided Discussion:

- Read a short passage from the learning resources about healthy foods.

- Discuss why some foods are better than others for our health.

**Lesson Development (20 minutes):**

**Step 1:** What is a Journal?

- Explain: Introduce the concept of a food journal. Show samples of a simple food journal.

- Activity: Have students draw a picture of their favorite healthy food.

**Step 2:** Identifying Healthy Foods

- Group Activity: Create a chart of healthy and unhealthy foods. Discuss examples of each.

- Class Discussion: Ask students why they think certain foods are healthy.

**Step 3:** Creating Our Journals

- Hands-On Activity: Provide each student with a simple journal template with space to draw or write.

- Instructions: Guide students to fill in the first entry of their journal with a healthy food they ate today.

**Step 4:** Sharing Our Journals

- Peer Sharing: Have students pair up and share what they wrote in their journals.

- Closure: Invite a few students to share their entries with the class.

**Conclusion (5 minutes):**

1. Summarize Key Points:

- Review what a healthy food is and the importance of keeping track of what we eat.

2. Interactive Activity:

- Play a quick game where students raise their hands if the food mentioned is healthy or not.

3. Preview Next Session:

- Talk about how plants and animals provide food and what we will learn next about them.

**Extended Activities:**

- Healthy Food Bingo: Create bingo cards with pictures of healthy foods. Students can play this game during free time.

- Gardening Project: Start a small classroom garden where students can plant fruits or vegetables and learn about where food comes from.

- Food Art Project: Have students create fun art using pictures from magazines or drawings of healthy foods.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our school

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify main physical features between home and school.

2.Take photographs of main physical features between home and school.

3.Appreciate physical features between home and school.

**Key Inquiry Questions:**

- What are the main physical features between home and school?

- How can we take photographs of these features?

**Learning Resources:**

- Environmental Activities Curriculum Design, Grade 1

- Our Lives Today, Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review Previous Lesson: Quickly recap what was learned in the last class about the environment around us.

2. Engage Discussion: Ask students to share if they noticed any special things on their way to school. Discuss the idea of “physical features”.

**Lesson Development (20 minutes):**

**Step 1:** Define Physical Features

- Activity: Introduce the concept of physical features. Show pictures of different features (trees, buildings, playgrounds, etc.).

- Discussion: Ask students to name and describe a few features they notice on their way to school.

**Step 2:** Scavenger Hunt Preparation

- Activity: Explain that they will go on a short walk to find and take photographs of physical features between home and school.

- Materials: Give each student a simple checklist with pictures of features to find (like a tree, a bus stop, etc.).

**Step 3:** Scavenger Hunt

- Activity: Take the class outside to explore the area. Encourage students to look for and take pictures of the features on their checklists using classroom tablets or cameras.

**Step 4:** Sharing and Discussion

- Activity: Return to the classroom and have students share one feature they photographed and why they think it’s special.

- Discussion: Talk about how these features help us in our daily lives.

**Conclusion (5 minutes):**

- Summarize Key Points: Review what physical features are and the importance of recognizing them.

- Interactive Activity: Play a quick game where students guess what physical feature is being described.

- Preparation for Next Session: Briefly introduce the idea of creating a class mural of their findings and ask students to think about what they’d like to contribute.

**Extended Activities:**

- Nature Journal: Students can create a nature journal where they draw pictures of the physical features they find and write a few sentences about each.

- Feature Map: Make a map of their route from home to school and label at least three physical features on it.

- Family Involvement: Encourage students to talk to their families about the physical features they find at home and compare them with what they see at school.

**Teacher Self - Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our School

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify main physical features between home and school.

2. Take photographs of main physical features between home and school.

3. Appreciate physical features between home and school.

**Key Inquiry Questions:**

- What are the main physical features between home and school?

- Can we capture photographs of these physical features?

**Learning Resources:**

- Environmental Activities Curriculum Design for Grade 1

- Our Lives Today for Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what students learned in the previous lesson about the environment.

- Discuss key concepts from the learning resources, focusing on the connection between home and school and the physical features present in both locations.

**Lesson Development (20 minutes):**

**Step 1:** Identify Physical Features

- Ask students to think about their journey from home to school.

- Lead a discussion where students name physical features they see, like trees, roads, buildings, or parks.

**Step 2:** Draw and Share

- Provide students with paper and crayons.

- Instruct them to draw at least two physical features they see between home and school.

- Invite students to share their drawings with the class.

**Step 3:** Photograph the Features

- Explain that during a short walk or field trip, students will take photographs (or pretend to use a camera) of their identified features.

- Organize a walk (if possible) around the schoolyard or nearby areas to capture images of the physical features discussed.

**Conclusion (5 minutes):**

- Summarize what students learned: the main physical features, what they drew, and what they photographed.

- Engage students in a quick interactive game—like "I Spy"—using the features they saw.

- Prepare students for the next session by explaining they will be learning how these features help our community.

**Extended Activities:**

- Create a "Home to School" journal where students can document new physical features they find on different days, accompanied by drawings or photographs.

- Organize a "Feature Hunt" where students search for various natural features (like leaves, flowers, or rocks) around the schoolyard to learn about local biodiversity.

- Invite students to create a story where they describe their walk to school, including the features they see.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our School

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.List main physical features between home and school.

2.Draw main physical features between home and school.

3.Appreciate physical features between home and school.

**Key Inquiry Question(s):**

- What are the main physical features we see between our home and school?

- How do these features help us?

**Learning Resources:**

- Environmental Activities Curriculum design grade 1

- Our Lives Today grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Review the previous lesson about our homes. Ask students to share one thing they see outside their home.

2. Introduce the topic of physical features by explaining that we will talk about things we see on our way to school.

**Lesson Development (20 minutes):**

**Step 1:** Observation Walk

- Take students on a short walk around the schoolyard or outside if possible. Encourage them to point out different physical features they see (like trees, benches, roads, etc.).

- Teach them to use their senses: What do they see? Hear? Smell?

**Step 2:** Listing Features

observed during the walk. Write these down on a chart paper. Try to have at least 5-6 features listed.

- Discuss why these features might be important. (e.g., trees provide shade, roads help us get to school.)

**Step 3:** Drawing Features

- Hand out paper and crayons.

- Instruct students to draw one of the physical features they listed. Encourage creativity!

**Step 4:** Sharing Our Drawings

- Invite students to share their drawings with the class. This can foster appreciation for different perspectives and observations.

- Highlight the importance of each feature they drew.

**Conclusion (5 minutes):**

- Recap the main points: the physical features we see between home and school and why they are important.

- Conduct a brief interactive activity: Ask, "Who can name a feature we discussed today?" and let students raise their hands to respond.

- Preview next session: "Next time, we will learn about animals in our environment! What animals do you think we might see?"

**Extended Activities:**

- Nature Scavenger Hunt: Create a scavenger hunt for students to identify more physical features or objects in their neighborhood. Students could partner with a parent or guardian to explore.

- Feature Journal: Give students a special journal to sketch physical features they see on their way to school every day. They can share their favorite drawings in class at the end of the week.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Social Development

**Sub Strand:** Our School

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Students will list main physical features between home and school.

2.Students will draw main physical features between home and school.

3. Students will appreciate the physical features between home and school.

**Key Inquiry Question(s):**

- What are the main physical features between your home and school?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of our local environment.

- Ask students to share a few physical features they noticed in their neighborhood.

- Introduce the key inquiry question: "What do we see between our home and our school?"

- Engage students in a short discussion, fostering curiosity about their surroundings.

**Lesson Development (20 minutes):**

**Step 1:** Brainstorming Session

- Facilitate a brainstorming session where students call out different physical features they see between home and school (e.g., trees, parks, sidewalks, houses).

- Write these features on the board for students to see.

**Step 2:** Drawing Activity

- Distribute paper and crayons.

- Instruct students to draw a picture showing the main physical features they listed in Step 1 that they see on their way to school.

- Encourage them to be creative and colorful while ensuring they include specific features.

**Step 3:** Group Sharing

- Invite students to share their drawings with a partner or small group.

- Ask them to describe one or two physical features from their drawings and why they like them.

**Step 4:** Whole-Class Reflection

- Gather students' attention and ask a few volunteers to share what they learned about their environment.

- Highlight the importance of these features in our daily lives and how they make our journey to school interesting.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the names of physical features and their significance.

- Conduct a brief interactive activity: Play a game where you call out physical features, and students can raise their hands if they have drawn that feature.

- Provide a preview of the next session, which will involve exploring how these physical features support daily life and activity.

**Extended Activities:**

- Nature Walk: Conduct a walk around the school neighborhood for students to observe and identify physical features, gathering real-life examples.

- Feature Hunt: Create a scavenger hunt where students search for specific features around their homes or school and draw or take photos of them.

- Feature Journal: Encourage students to keep a weekly journal of different physical features they see on their way to school. They could draw one feature each week and write a short sentence about it.

**Teacher Self-Evaluation:**

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| **SCHOOL** | **LEVEL** | **LEARNING AREA** | **DATE** | **TIME** | **ROLL** |
|  | **GRADE 1** | **ENVIRONMENTAL ACTIVITIES** |  |  |  |

**WEEK 10: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify people found in the market.

2.Search for the roles of people found in the market.

3. Appreciate activities that are carried out in a market.

**Key Inquiry Question(s):**

- Who can we see in a market?

- What do these people do in the market?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1.

- Our Lives Today Grade 1.

- Pictures and digital devices (tablets, laptops) for research.

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about community helpers.

- Engage students by asking if anyone has been to a market. Allow a few students to share their experiences.

- Introduce the idea that there are many people in a market and each person has a special job.

**Lesson Development (20 minutes):**

**Step 1:** Explore Market Pictures

- Show pictures of various markets and the people working in them (e.g., farmers, shopkeepers, customers).

- Ask students to describe what they see in the pictures.

- Discuss the different roles people play in the market (shopping, selling, trading).

**Step 2:** Digital Device Research

- In pairs, have students use tablets or laptops to search for the roles of people in a market.

- Provide guiding questions such as: "What does a baker do?" or "What does a fishmonger sell?"

- Encourage students to find pictures or videos that explain these roles.

**Step 3:** Sharing Findings

- Reconvene and have each pair share one role they researched and a fun fact about it.

- Facilitate a discussion about the importance of each role in the community.

**Step 4:** Appreciate Market Activities

- Talk about the different activities that happen in a market, such as buying, selling, bargaining, and cooking.

- Ask students how these activities impact their lives.

**Conclusion (5 minutes):**

- Summarize the key points: People in the market have important roles and activities that help us.

- Conduct an interactive activity where students mimic a market scenario (pretend buying and selling items).

- Prepare students for the next session by asking them to think of their favorite market and why they like it.

**Extended Activities:**

- Market Day Role Play: Set up a classroom market where students can take on different roles and interact as buyers and sellers.

- Market Collage: Have students create a collage using magazine cut-outs of market items and people, labeling each with a simple description of their role.

- Visit a Local Market: Plan a field trip to a local market and have students interview a market worker about their job.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Social Environmental

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify people found in the market.

2.Search for the roles of people found in the market.

3. Appreciate activities carried out in a market.

**Key Inquiry Question(s):**

- What do you see in pictures of people found in a market?

- How can we use digital devices to find out more about the roles of people in a market?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a quick review of the previous lesson focusing on community helpers and the importance of cooperation.

- Present engaging pictures of various markets (e.g., farmer's market, grocery store) to the class.

- Facilitate a brief discussion where students can share what they see in the pictures and what they think the roles of different people might be.

**Lesson Development (20 minutes):**

**Step 1:** Identify Market People

- Show pictures of various market people (e.g., vendor, customer, cashier, delivery person) on the board.

- Guide students to name the people and describe what they do in the market.

- Use a large chart to record students' responses.

**Step 2:** Role Searching

- Introduce the use of digital devices (tablet or computer).

- In pairs, have students use a child-friendly search engine or pre-selected websites to look up specific roles in the market (e.g., what does a grocer do?).

- Provide guiding questions to help them stay focused during their search.

**Step 3:** Sharing Findings

- Invite each pair to share one role they learned about, including a fun fact they discovered during their search.

- Encourage classmates to ask questions or add comments.

**Step 4:** Appreciate Market Activities

- Discuss with learners various activities carried out in a market (e.g., buying, selling, trading).

- Engage students in a think-pair-share activity where they can express what they enjoy or find interesting about markets.

**Conclusion (5 minutes):**

- Summarize key points from the lesson, reinforcing the roles of market workers and activities.

- Conduct a quick interactive game where students can act out roles found in a market (e.g., pretending to be a vendor selling fruit).

- Briefly preview upcoming topics, such as how we can help our community by supporting local markets.

**Extended Activities:**

- Market Role Play: Set up a pretend market in the classroom where students can take on different roles (vendor, customer, etc.) and practice buying and selling items using play money.

- Community Map: As an art project, have students draw a map of their community and label the markets or stores they visit, including the people they might see there.

- Scavenger Hunt: Create a scavenger hunt where students look for pictures of different market roles in magazines or online (with supervision).

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Social Environmental

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.State people found in the market

2. Draw people found in a market

3. Appreciate activities that are carried out in a market

**Key Inquiry Question(s):**

- What people do we find in a market?

- What activities happen in a market?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

- Video clips of markets

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson to assess prior knowledge. Ask students what they remember about places in their community.

- Introduce the topic of markets. Show a short video clip of a market, encouraging students to observe the various people and activities present.

**Lesson Development (20 minutes):**

**Step 1:** Naming People in the Market

- Ask students, "Who do you see in the market?"

- List their responses on the board (e.g., vendors, customers, cashiers).

**Step 2:** Understanding Roles and Activities

- Discuss the roles of the people identified: What do they do? Why are they important?

- Explain some common activities in a market, such as buying and selling, serving customers, and negotiating prices.

**Step 3:** Drawing Activity

- Provide students with paper and crayons.

- Instruct them to draw one person they might see in a market and to represent what that person is doing.

**Step 4:** Sharing Drawings

- Invite students to share their drawings with the class.

- Encourage them to explain who they drew and what that person does in the market.

**Conclusion (5 minutes):**

- Summarize key points: the different people found in a market and some activities that occur there.

- Conduct a quick interactive activity where students can role-play as market vendors and customers for a few minutes.

- Preview the next session’s topic: “What do we buy in the market?”

**Extended Activities:**

- Market Day at School: Organize a mock market day where students can bring items from home (like toys or books) to 'sell' to classmates. They can practice counting money and role-playing various market roles.

- Market Scavenger Hunt: Create a list of common market items and send students on a scavenger hunt around the classroom to find images or objects representing each item.

- Guest Speaker: Invite a local vendor or market worker to share their experiences with the class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. List food items found in a market.

2.Categorize food items found in a market into fruits and vegetables.

3.Appreciate food items found in a market.

**Key Inquiry Question(s):**

- What food items can we find in a market?

- How can we categorize them using a flow chart?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, recalling key concepts about where food comes from.

- Engage students in a brief discussion about their experiences in a market. Ask questions like, "What did you see? What did you eat?"

- Introduce today’s topic by showing pictures of a market, highlighting fruits and vegetables.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Food Items

- In small groups, have students discuss different food items they can find in a market. Provide sentence starters, such as "I see..." or "I like to eat..."

- Encourage them to think of both fruits and vegetables.

**Step 2:** Create a Flow Chart

- Explain how to create a simple flow chart. Provide them with a large paper or whiteboard where they can categorize what they discussed.

- Divide the chart into two sections: Fruits and Vegetables. Guide the students in writing or drawing the food items they mentioned earlier under the correct headings.

**Step 3:** Categorization Activity

- Provide students with a mix of fruit and vegetable pictures. Have them cut out each item and place it on the correct section of a new flow chart.

- Walk around to assist and encourage students as they work together.

**Step 4:** Appreciation of Food

- Discuss why fruits and vegetables are important. Ask questions like, “How do fruits and vegetables help us?”

- Foster a sense of appreciation by asking students to share their favorite fruits or vegetables and why they like them.

**Conclusion (5 minutes):**

- Summarize the food items discussed and the importance of categorizing them.

- Conduct a quick interactive quiz, asking learners to raise their hands for fruits or vegetables when you call out different food items.

- Peek into the next session by mentioning they will explore where these food items come from.

**Extended Activities:**

- Market Field Trip: If possible, plan a visit to a local market for a firsthand experience observing and buying food items.

- Healthy Plate Project: Have students create a plate collage using cutouts of their favorite fruits and vegetables from magazines or drawings.

- Garden Experience: Plan a simple gardening activity where students can plant a small fruit or vegetable seed, fostering a connection to food sources.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.List food items found in a market.

2.Categorise food items found in a market into fruits and vegetables.

3. Appreciate food items found in the market.

**Key Inquiry Questions:**

- What are some food items you can find in a market?

- How can we use a flow chart to sort food items into fruits and vegetables?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson with a brief review of the previous lesson on food and where it comes from.

- Ask students some questions: "What food do you like to eat?" This will generate interest.

- Introduce the concept of a market and explain that today’s focus will be on the food found there.

**Lesson Development (20 minutes):**

**Step 1:** Brainstorm Food Items

- In groups, ask students to think about and call out different food items they find in a market.

- Write their answers on the board, grouping them under "Fruits" and "Vegetables."

- Discuss each item briefly, highlighting its importance.

**Step 2:** Flow Chart Introduction

- Introduce the idea of using a flow chart. Show a simple chart on the board.

- Explain how to sort food items into fruits and vegetables using the flow chart.

- Hand out a blank flow chart to each group and guide them to fill it in with the food items listed on the board.

**Step 3:** Group Activity

- Each group will pick one fruit and one vegetable from their flow chart.

- They will draw their selections on paper and share with the class what they like about each food item.

**Step 4:** Sharing and Appreciating

- Invite each group to present their drawings and discuss why they appreciate these food items.

- Encourage students to express what makes these fruits and vegetables special to them or any fun facts they know.

**Conclusion (5 minutes):**

- Summarize the key points learned: the difference between fruits and vegetables and the importance of each.

- Conduct a quick interactive quiz, asking students to raise their hands for fruits or vegetables when you call out a food item.

- Provide a preview of the next lesson, which will explore where food comes from and the importance of healthy eating.

**Extended Activities:**

- Market Field Trip: If possible, plan a fun educational visit to a local market where students can see real fruits and vegetables.

- Home Connection: Encourage students to create a "Market Day" at home, where they help family members shop for fruits and vegetables and discuss their choices.

- Creative Drawing: Have students illustrate their favorite fruit and vegetable at home and bring it back to share with the class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Mention food items found in the market

2.Draw and color food items found in a market

3.Appreciate food items found in the market

**Key Inquiry Question(s):**

- What food items can we find at the market?

- How can we draw and color these food items?

**Learning Resources:**

- Environmental Activities Curriculum design Grade 1

- "Our Lives Today" Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about different types of food.

- Show images of various food items found in a market (e.g., fruits, vegetables) and encourage students to name them.

- Engage the class in a short discussion about their favorite foods and where they usually buy them.

**Lesson Development (20 minutes):**

**Step 1:** Observation and Discussion

- Show pictures of food items found in a market.

- Ask students to point out and name the food items they see in the pictures.

**Step 2:** Drawing Activity

- Distribute paper and crayons to each student.

- Instruct students to choose one food item they saw in the pictures and draw it on their paper.

**Step 3:** Coloring Activity

- Ask students to color their drawings using their favorite colors.

- Encourage them to think about what colors the real food items might be.

**Step 4:** Sharing and Appreciation

- Invite students to share their drawings with the class.

- As a group, appreciate each other's work by giving compliments regarding their creativity and choices of colors.

**Conclusion (5 minutes):**

- Summarize key points: the names of different foods, the process of drawing and coloring, and appreciating each other’s artworks.

- Conduct an interactive activity by asking students to raise their hands for their favorite food item and sharing a fun fact about it.

- Prepare students for the next session by telling them they will learn about how food is grown and its importance.

**Extended Activities:**

- Take a field trip to a local market or have a market day in the classroom where students can pretend to buy and sell the foods they drew.

- Encourage students to help their parents at the grocery store and then share what they saw in class the next day.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1. Identify activities that are carried out in a market.

2. Sort and group picture cutouts of food items found in a market to make a portfolio.

3.Appreciate activities that are carried out in a market.

**Key Inquiry Question(s):**

- What happens in a market?

- How can we group different foods we find in a market?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 1

- Our Lives Today Grade 1

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson about food and its sources.

- Introduce today's topic: “What happens in a market?”

- Show pictures of markets and ask students what they see.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Market Activities

- Discuss with students what they think happens in a market.

- Use a digital device (like a tablet) to show a short video of a market in action.

- Encourage students to share what they see in the video.

**Step 2:** Picture Cutouts Activity

- Provide students with picture cutouts of various food items (fruits, vegetables, bread, etc.).

- Guide them to sort the pictures into different categories (e.g., fruits, vegetables, grains).

- Discuss why they grouped them that way.

**Step 3:** Creating the Portfolio

- Instruct students to glue their grouped picture cutouts onto a sheet of paper to create their own market portfolio.

- Encourage them to decorate and label their portfolios (e.g., "Fruits", "Vegetables").

**Step 4:** Sharing Portfolio

- Allow students to share their portfolios with a partner or small group.

- Facilitate a conversation on the different types of foods and activities related to the market.

**Conclusion (5 minutes):**

- Summarize the key points discussed: types of food in a market and activities that happen there.

- Conduct a brief interactive activity where students can act out what happens in a market (e.g., shopping, selling).

- Prepare learners for the next session by asking them to think about “Where does our food come from?”

**Extended Activities:**

- Encourage students to create a shopping list of items they would want to buy at a market.

- Organize a small “class market” where students can pretend to sell and buy items using play money.

- Plan a visit to a local market if possible, to observe and participate in real-life market activities.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Market

**Specific Learning Outcomes:**

**- By the end of the lesson, learners should be able to:**

1.Identify activities that are carried out in a market.

2. Sort and group picture cut-outs of food items found in a market to make a portfolio.

3.Appreciate activities that are carried out in a market.

**Key Inquiry Question(s):**

- What activities are carried out in a market?

- How can we sort and group food items found in a market?

**Learning Resources:**

- Environmental Activities Curriculum Design, Grade 1

- Our Lives Today, Grade 1

- Picture cut-outs of food items

- Digital devices (tablets or computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students what they remember from the previous lesson.

- Introduce the topic of markets, prompting students to share their experiences with markets (e.g., visits, types of goods seen).

- Read together from the learning resources, focusing on the functions of a market.

**Lesson Development (20 minutes):**

**Step 1:** Discuss Market Activities

- Engage students in a discussion about activities carried out in a market (buying, selling, shopping).

- Ask guiding questions like, "What do you see people doing in a market?" and "What do we buy?"

**Step 2:** Explore Digital Resources

- Allow students to use digital devices to search for images and videos related to market activities.

- Help them identify different roles (vendor, buyer, customer).

- Emphasize teamwork by having students share what they find with their peers.

**Step 3:** Sorting Food Items

- Distribute picture cut-outs of various food items.

- Guide students to sort and group these items into categories (fruits, vegetables, grains).

- Discuss why sorting is important, such as making it easier for a customer to make choices in a market.

**Step 4:** Create a Portfolio

- Have the students work together to create a “Market Portfolio.”

- They can glue their sorted food cut-outs onto construction paper and label each category.

- Encourage creativity in how they present their portfolios.

**Conclusion (5 minutes):**

- Summarize the key points learned: market activities, roles, and food categorization.

- Conduct a quick quiz or interactive game where students match food items to their categories to reinforce key concepts.

- Briefly introduce what will be learned in the next lesson (e.g., the concept of trade and prices in a market).

**Extended Activities:**

- Market Field Trip: Plan a visit to a local market where students can observe and interact with vendors.

- Role-Playing: Set up a mock market in the classroom where students can take turns being buyers and sellers.

- Art Project: Students can draw their favorite market scene and label the things they see.

**Teacher Self-Evaluation:**