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**WEEK 1: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. Identify locally available materials used as beddings.

2.Draw items used as beddings.

3. Appreciate the importance of sleeping in a clean place.

**Key Inquiry Questions:**

- What materials do we have around us that can be used as beddings?

- How can we find out what items are usually used for beddings?

- Why is it important to sleep in a clean place?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

- Digital devices for research (tablets or computers)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about our living environment by asking students questions about what they learned.

- Briefly introduce the topic of beddings and ask students if they know what it is.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Beddings

- Ask students to explain what beddings are in simple terms.

- Provide examples of different types of beddings (e.g., blankets, mattresses, pillows).

- Show images of various bedding types and discuss with students how these can be made from different materials.

**Step 2:** Locally Available Materials

- Discuss with students what materials they or their families may use for beddings, such as cotton, wool, or even recycled fabrics.

- Ask students to think of items around their homes that might be used as beddings.

**Step 3:** Research Activity

- Use digital devices to search for additional items used as beddings.

- Allow students to explore online resources or educational games that relate to beddings, facilitating discovery of various materials.

**Step 4:** Drawing Activity

- Provide students with drawing paper and colored pencils.

- Instruct them to draw at least two items they think are used as beddings and label them.

- Encourage creativity and share their drawings with a partner.

**Conclusion (5 minutes):**

- Summarize key points from the lesson on what beddings are and different materials that can be used for them.

- Conduct a brief interactive activity where students can discuss why it's important to have clean bedding and how it makes them feel comfortable while sleeping.

- Preview the next session by mentioning that they will learn about how to keep their sleeping areas clean.

**Extended Activities:**

- Create a Bedding Poster: Have students work in groups to create a poster that showcases locally available materials and the importance of clean beddings.

- Bedding Hygiene Project: Assign students to create a checklist of how they can keep their sleeping environment clean and encourage them to share it with their families.

- Story Writing: Ask students to write a short story about a character who learns the importance of clean bedding.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. Identify locally available materials used as beddings.

2. Draw items used as beddings.

3. Appreciate sleeping in a clean place.

**Key Inquiry Questions:**

- What local materials can we use for beddings?

- How can we find information about beddings using digital devices?

- How can we represent beddings through drawing?

**Learning Resources:**

- Environmental Activities Curriculum design for Grade 3

- Our Lives Today for Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by welcoming students and asking them questions about the last lesson. For instance, "What did we learn about our environment?"

- Introduce today’s topic: beddings! Explain that we will discover what materials we can use for bedding and why it's important to sleep in a clean place.

**Lesson Development (20 minutes):**

**Step 1:** What are Beddings?

- Ask students, "What items do we use when we sleep?" Encourage them to share their ideas.

- Write down their responses on the board, focusing on items like blankets, sheets, and pillows.

**Step 2:** Locally Available Materials

- Discuss local materials that can be used for beddings, such as grass, leaves, or cotton.

- Encourage students to think about their homes and communities.

- Use digital devices to search for images or information on these materials.

**Step 3:** Drawing Our Beddings

- Provide students with paper and crayons. Ask them to draw an item used for bedding, using the materials discussed.

- Display their artwork around the classroom once completed, to celebrate their creativity.

**Step 4:** Importance of Clean Beddings

- Engage the class in discussing why sleeping in a clean place is important.

- Ask leading questions, like "How do clean sheets help us?" and "What happens if our bedding is dirty?"

**Conclusion (5 minutes):**

- Summarize the key points: What materials can we use for bedding, and why is cleanliness important?

- Conduct a quick interactive quiz where students can pick a happy face for clean beddings or a sad face for dirty ones.

- Preview the next session by telling students they will learn how to keep our environments clean and safe.

**Extended Activities:**

- Bedding Storytime: Have students create a short story about a character whose bed has different bedding materials, emphasizing the importance of cleanliness.

- Nature Walk: Take a classroom walk to explore the actual materials found in the local environment. Have students collect safe, interesting materials for a future project.

- Clean-Up Campaign: Initiate a classroom or schoolyard clean-up activity, emphasizing the importance of a clean environment, linking it back to the need for clean beddings.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. State causes of bedwetting.

2.Use digital devices to learn about hygiene practices for managing bedwetting.

3. Appreciate sleeping in a clean place.

**Key Inquiry Questions:**

- What are the causes of bedwetting?

- What are some hygiene practices to follow during bedwetting?

**Learning Resources:**

- Environmental Activities Curriculum Design, Grade 3

- Our Lives Today, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Guide learners to read aloud a short section from the learning resources. Discuss the content, focusing on how keeping our environment clean relates to their own hygiene practices.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Bedwetting

- Explain bedwetting in simple terms. Discuss reasons why it might happen (e.g., being very deep asleep, not having a bathroom nearby). Use clear illustrations or images to help explain.

**Step 2:** Exploring Causes

- Engage the students in a discussion about what could cause bedwetting. Encourage them to share their ideas and clarify any misconceptions.

- Write key points on the board to visualize the discussion.

**Step 3:** Digital Research

- Introduce digital devices (tablets or computers) and guide the students to search for hygiene practices related to bedwetting. Encourage them to look for tips on keeping the bed and bedroom clean.

- Share useful websites or apps that are safe for children.

**Step 4:** Clean Sleeping Environment

- Discuss why a clean sleeping environment is important for health and well-being.

- Highlight how it helps to prevent any discomfort during the night and promotes better sleep.

**Conclusion (5 minutes):**

- Summarize the key points discussed about the causes of bedwetting, hygiene practices, and the importance of a clean sleeping space.

- Conduct a fun interactive quiz where students can answer questions based on what they learned to reinforce understanding.

- Prepare students for the next session by asking them to think about how they can maintain a clean sleep space at home.

**Extended Activities:**

- Encourage students to create a "Clean Sleeping Chart" where they can track their bedding hygiene for a week, such as changing their sheets, keeping their room tidy, etc.

- Suggest a related art project where they draw their bedroom and show how they can keep it clean and organized.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. State the causes of bedwetting.

2. Use digital devices to search for hygiene practices to observe during bedwetting.

3. Appreciate sleeping in a clean place.

**Key Inquiry Question(s):**

- What are some causes of bedwetting?

- What hygiene practices should we observe during bedwetting?

**Learning Resources:**

- Environmental Activities Curriculum design for Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on hygiene and healthy living. Ask the students what they remember.

- Briefly introduce the topics of bedwetting and the importance of good hygiene practices, guiding learners to read related sections from the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Bedwetting Causes

- Ask students what they think might cause bedwetting. List their responses on the board.

- Discuss common causes such as deep sleep, anxiety, or drinking too much liquid before bed. Reinforce that this is a common issue that many children experience.

**Step 2:** Introduction to Hygiene Practices

- Explain why hygiene is essential, especially during bedwetting. Discuss how it helps keep our sleeping areas clean and can prevent skin problems.

- Demonstrate proper hygiene practices (e.g., washing hands, changing bedding) through a role-play or visual aids.

**Step 3:** Using Digital Devices

- Guide students to use tablets or a smartboard to search for additional hygiene practices related to bedwetting, such as how to care for bedding.

- Assist students in finding age-appropriate websites or videos that exemplify good hygiene and cleanliness.

**Step 4:** Group Discussion

- After the digital exploration, regroup and share findings. Let students discuss what they learned and how they can practice good hygiene at home.

**Conclusion (5 minutes):**

- Summarize the key points: the causes of bedwetting, the importance of hygiene, and how to keep sleeping spaces clean.

- Conduct a brief interactive activity, such as a quiz or a 'hygiene pledge' where students promise to demonstrate good hygiene practices.

- Preview the upcoming topic: exploring more about our living environment and why it matters to our health.

**Extended Activities:**

- Hygiene Chart: Create a personal hygiene chart for students to use at home to track their practices related to bedwetting and overall cleanliness.

- Storytime: Read a story about a character who learns about hygiene and cleanliness, and discuss the story's lessons.

- Poster Project: Have students create posters that illustrate good hygiene practices or the benefits of sleeping in a clean environment to share with family or display in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. State causes of bedwetting

2. Carry out hygiene practices in sleeping areas for a healthy environment

3. Appreciate sleeping in a clean place

**Key Inquiry Question(s):**

- What are some causes of bedwetting?

- How can we keep our sleeping areas clean for a healthy environment?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by reviewing the previous lesson on the importance of cleanliness in our living spaces.

- Ask students to share any hygiene practices they remember.

- Introduce the new topics of bedwetting and hygiene practices in sleeping areas.

**Lesson Development (20 minutes):**

**Step 1:** Discussing Bedwetting

- Explain what bedwetting is and ask students if they know any reasons why it may happen (e.g., drinking too much water before bed, sleeping too deeply).

- Lead a short discussion on how it can make someone feel (such as embarrassed or sad).

**Step 2:** Hygiene Practices

- Ask students to brainstorm ways to keep their sleeping areas clean (e.g., changing sheets, washing pajamas, using a clean mattress).

- Write down their suggestions and illustrate them on the board.

**Step 3:** Importance of a Clean Environment

- Facilitate a conversation about how a clean sleeping area can help us feel better and stay healthy.

- Discuss the benefits of good hygiene practices, such as preventing illnesses and having a fresh smell.

**Step 4:** Creating a Clean Sleeping Routine

- Guide students to create their own personal hygiene checklist for their sleeping area.

- Have them share their checklists with a partner and discuss how they can support each other to maintain cleanliness.

**Conclusion (5 minutes):**

- Summarize the key points: understanding bedwetting, hygiene practices, and appreciating a clean sleeping environment.

- Conduct a quick interactive quiz where students can answer questions about what they learned today.

- Preview the next lesson by asking them to think about how clean homes contribute to a healthy planet.

**Extended Activities:**

- Art Project: Have students draw their perfect clean room and label the hygiene practices they include.

- Hygiene Hunt: Create a scavenger hunt where students find items around their home that help maintain cleanliness (e.g., laundry baskets, wipes, air fresheners).

- Story Time Sharing: Encourage students to bring in a storybook related to cleanliness or routines. They can share a summary with the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. Outline the importance of observing hygiene in sleeping places.

2. Role-play on care for bedding.

3. Advocate for the importance of observing hygiene in sleeping places.

**Key Inquiry Question(s):**

- Why is it important to observe hygiene in sleeping places?

- How can we take care of our bedding?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share one new thing they learned about the environment.

- Introduce the topic of cleanliness and hygiene in our sleeping areas. Ask students, "Why do you think keeping our sleeping area clean is important?" Facilitate a brief discussion to engage students' thoughts.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Hygiene

- Ask students to think about their sleeping areas. Pose questions such as "What do you have in your sleeping area?" and "How do you keep it clean?"

- Introduce the concept of hygiene in sleeping places and its importance for health.

**Step 2:** Group Brainstorming

- Divide students into small groups. Each group will brainstorm and write down ways they can keep their sleeping areas clean.

- After 5-7 minutes, have each group share at least one idea with the class.

**Step 3:** Role-Play Activity

- Have students engage in a role-play exercise where they demonstrate how to care for bedding (e.g., changing sheets, organizing pillows, etc.).

- Choose a few pairs to perform in front of the class while the rest of the students provide feedback.

**Step 4:** Advocacy & Discussion

- Conclude with a discussion on how to advocate for cleanliness at home. Ask students how they can share what they learned with their family.

- Encourage them to suggest a “Clean Your Bedroom Day” at home, where they can apply their new knowledge.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of hygiene, how to take care of bedding, and how to share this information with family.

- Conduct a brief interactive game where students call out one practice of hygiene they learned (e.g., "Change your sheets!") and everyone mimics it.

- Provide a sneak peek of the next lesson, which will cover another aspect of environmental care, such as caring for the surrounding living environment (e.g., cleaning up our toys or outdoor spaces).

**Extended Activities:**

- Bedding Clean-Up Chart: Create a chart at home to track weekly activities related to hygiene in their sleeping area. They can color a box for each day they complete a task, such as making their bed or changing their sheets.

- Creative Poster Project: Task the students with creating a poster that displays their favorite hygiene tip for a clean sleeping area. They can illustrate and present their posters in the next class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our Living Environment

**Specific Learning Outcomes:**

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

1. Outline the importance of observing hygiene in sleeping places.

2. Role-play care for beddings.

3.Advocate for the importance of observing hygiene in sleeping places.

**Key Inquiry Questions:**

- Why is it important to keep our sleeping places clean?

- How can we take care of our beddings?

**Learning Resources:**

- Environmental Activities Curriculum design (Grade 3)

- Our Lives Today (Grade 3)

- Bed linen and bedding materials (for role-play)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by greeting the students and asking them to share what they remember from the previous lesson about cleanliness.

- Read a short excerpt from the learning resources that explains hygiene and its relevance in our living environment. Facilitate a discussion on what they think hygiene means.

**Lesson Development (20 minutes):**

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

- Ask students why they think hygiene is important in their sleeping places.

- Record their ideas on the board. Guide them to understand how cleanliness helps prevent sickness and keeps their beds comfortable.

**Step 2:** Exploring Bedtime Routine

- Discuss what a bedtime routine might look like in a hygienic setting.

- Prompt them to think about washing bed sheets, airing out pillows, and keeping areas tidy.

- Introduce the concept of regularly changing bedding and the role of fresh linens.

**Step 3:** Role-Playing

- Divide students into small groups and give them scenarios where they can role-play cleaning their sleeping area or caring for their beddings. Examples include changing sheets or folding blankets.

- Encourage them to act out how they would clean and why it's important.

**Step 4:** Advocating for Clean Habitats

- Bring the class back together. Ask each group to share their role-play experience.

- Discuss ways students can encourage their families to maintain hygiene in sleeping areas.

**Conclusion (5 minutes):**

- Summarize key points discussed: hygiene's role in health, routines for caring for beddings, and how to advocate for cleanliness at home.

- Conduct a quick interactive review game where students can answer questions about what they learned, offering small rewards for participation.

- Preview the next session, which may involve more about personal spaces and environments.

**Extended Activities:**

- Clean-Up Charts: Have students create a weekly chart for keeping track of when they clean their beddings at home.

- Hygiene Posters: Students can draw or write posters that highlight the importance of keeping sleeping areas clean, which can be displayed in the classroom or shared with families.

- Home Hygiene Scavenger Hunt: Encourage students to help their parents find items to clean or organize around their sleeping areas and report on it in the next lesson.

**Teacher Self - Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Family Needs & Emotional Needs

**Specific Learning Outcomes:**

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

1.Outline the importance of observing hygiene in sleeping places.

2. Role play on care for beddings.

3. Advocate for the importance of observing hygiene in sleeping places.

**Key Inquiry Question(s):**

- What is the importance of observing hygiene in sleeping places?

- How can we care for our beddings?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Remind students about the last lesson, focusing on family needs and emotional health.

- Read a short passage from the resources related to hygiene and sleeping environments.

- Discuss with students why they think hygiene is important in their sleeping areas.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Hygiene

- Discuss what “hygiene” means in simple terms. Ask students how they keep their bodies clean.

- Introduce the idea of hygiene in our sleeping areas.

- Highlight key aspects: cleanliness, comfort, and health.

**Step 2:** Importance of Hygiene

- Engage students in a discussion about why a clean sleeping space matters.

- Questions to prompt discussion:

- How does it feel to sleep in a clean bed?

- What could happen if our sleeping place is dirty?

- Record their ideas on the board.

**Step 3:** Role Play Activity

- Organize students into small groups.

- Provide scenarios (e.g., one student makes a bed, another cleans the sheets, etc.).

- Allow groups to create a short role play on how to take care of their sleeping area.

**Step 4:** Advocacy for Hygiene

- Ask each group to share their role play with the class.

- After each presentation, have a brief discussion about why each action is important for hygiene and health.

- Encourage students to think of ways they can share this information with their family.

**Conclusion (5 minutes):**

- Summarize the key points: hygiene is important for health, comfort, and a good night's sleep.

- Reinforce the idea that caring for our beddings keeps us clean and healthy.

- Interactive Activity: Have students draw a picture of their ideal clean sleeping space and what they would do to keep it tidy.

- Preview upcoming topics: Discuss care for other personal spaces at home.

**Extended Activities:**

- Home Hygiene Challenge: Encourage students to talk to their family about hygiene and clean their sleeping area over the weekend. They could take before-and-after photos to share in the next class.

- Bedtime Routine Poster: Have students create a poster that shows a good bedtime routine and the importance of a clean sleeping area, which they can hang in their bedroom.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Family needs & Emotional needs

**Specific Learning Outcomes:**

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

1. Outline how people express feelings in real life.

2. Draw and colour images showing various ways of expressing emotions.

3.Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Questions:**

- How do people express feelings in real life?

- What are some ways to show our emotions through art?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin by reviewing the previous lesson. Ask students to share what they remember about emotions.

2. Read a short story or show images that highlight characters expressing different emotions.

3. Discuss and help students recognize different feelings presented in the story/images.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Emotional Needs

- Explain what emotional needs are using simple language (e.g., the need to feel happy, loved, or safe).

- Ask students to identify times when they felt a strong emotion and discuss how they expressed that feeling (e.g., through words, actions, or facial expressions).

**Step 2:** Ways to Express Emotions

- Introduce various methods people use to express emotions.

- Show pictures or videos illustrating different emotional expressions (like smiling for happiness, frowning for sadness).

- Discuss with students and encourage them to share how they express their feelings.

**Step 3:** Drawing Activity

- Provide students with paper and crayons or markers.

- Instruct them to draw and colour two images: one showing a way they express happiness and another showing a way they express sadness or anger.

- Encourage them to be creative and use lots of colours.

**Step 4:** Sharing and Discussion (Optional)

- Allow students to share their drawings with the class.

- Encourage them to explain how their drawings represent their feelings.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, emphasizing how we express and meet emotional needs.

- Conduct a quick interactive activity: Ask students to mime an emotion and have their classmates guess what it is.

- Preview the next lesson by hinting at exploring more about feelings and how friends can help each other feel better.

**Extended Activities:**

- Emotion Journals: Encourage students to keep a simple journal where they can draw or write about their feelings each day.

- Emotion Charades: Organize a game where students take turns acting out different emotions while others guess what they are.

- Friendship Stories: Have students work in pairs to create a short story about a character that helps a friend express their emotions.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Family needs and Emotional needs

**Specific Learning Outcomes:**

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

1.Outline how people express feelings in real life.

2. Draw and color images showing various ways of expressing emotions.

3. Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Question(s):**

- How do people express feelings in real life?

- What are some ways we can show our emotions?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a short review of the previous lesson on emotions.

- Ask students to share one way they felt happy or sad recently.

- Guide learners to read and discuss relevant content from the learning resources, especially focusing on how emotions affect our daily lives.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Start a class discussion on how we express feelings.

- Use questions such as, "What do happy people look like?" or "How can we show when we're upset?"

- Encourage students to share their ideas and experiences.

**Step 2:** Brainstorming

- List different emotions on the board (e.g., happy, sad, angry, surprised).

- Ask students to suggest actions or phrases that represent these emotions (e.g., smiling, crying).

**Step 3:** Drawing Activity

- Have students choose their favorite emotion from the list.

- Instruct them to draw a picture that shows what that emotion looks like and color it.

- Encourage creativity—students can also include scenes or characters that express those emotions.

**Step 4:** Sharing

- Allow students to share their drawings with the class.

- Ask them to explain the emotion they chose and how it feels to express it.

- Discuss why it’s important to understand and express our emotions.

**Conclusion (5 minutes):**

- Summarize key points: how people express emotions and the importance of sharing feelings.

- Conduct a brief interactive activity where students can pair up and practice expressing an emotion without using words (like a charade).

- Prepare learners for the next session by telling them they will learn more about how emotions can affect our relationships with others.

**Extended Activities:**

- Emotion Journal: Have students keep a journal for a week, writing or drawing about how they feel each day and what made them feel that way.

- Emotion Role-Play: In small groups, students can create short skits that show different emotions and how to handle them positively.

- Nature Connection: Explore how different environments (like parks or busy streets) can influence our emotions. Ask students to draw a happy or sad place in nature.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Family Needs - Emotional Needs

**Specific Learning Outcomes:**

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

1. Identify ways in which emotional needs are met in real-life situations.

2. Role-play expressions of emotional needs and how they are met.

3. Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Questions:**

- How are emotional needs met in our lives?

- What are some ways we can express our feelings and support each other?

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson on family needs.

- Introduce the day’s topic by asking students, "What are emotional needs?" and encourage them to share their thoughts.

- Read a short story or excerpt from "Our Lives Today" that highlights emotional needs, fostering a brief discussion on the key concepts.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Emotional Needs

- Present a simple definition of emotional needs (feeling loved, safe, understood).

- Use visual aids (pictures or drawings) to illustrate examples of emotional needs being met (e.g., a family hug, friends playing together).

- Discuss why these needs are important.

**Step 2:** Identifying Emotional Needs

- Engage students in a group activity where they list their emotional needs on chart paper (e.g., love, comfort, support).

- Facilitate discussion with prompts like, "How do we feel when these needs are met?" and "What happens if they are not met?"

**Step 3:** Role-Playing

- Divide students into small groups and have them role-play scenarios where emotional needs are met (e.g., comforting a friend who is sad, expressing gratitude).

- Encourage creativity and expression in their role-plays.

**Step 4:** Sharing and Reflecting

- Invite each group to share their role-play with the class.

- Lead a conversation on how they can help others meet their emotional needs and why it matters.

**Conclusion (5 minutes):**

- Summarize the key points: emotional needs are essential for wellbeing, and we play a role in meeting these needs.

- Conduct an interactive activity such as a "Feelings Circle" where each student shares one way they can support a friend.

- Preview the next lesson by asking, "What can we do to stay friends with others?"

**Extended Activities:**

- Emotion Charades: Create a game where students take turns acting out different emotions and the rest of the class guesses the emotion. This helps reinforce understanding of emotional expression.

- Gratitude Journal: Encourage students to keep a journal where they write or draw something they are grateful for each day. They can share their entries in the class.

- Kindness Letters: Have students write short letters or draw pictures for family members or friends expressing appreciation or love, reinforcing emotional connection.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Family Needs - Emotional Needs

**Specific Learning Outcomes:**

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

1. Identify ways in which emotional needs are met in real-life situations.

2. Role-play expressions of emotional needs.

3. Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Questions:**

- How are emotional needs met in real-life situations?

- How can we express our emotional needs and understand how they are met?

**Learning Resources:**

- Environmental Activities Curriculum (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by greeting the class and asking students how they are feeling today.

- Review the previous lesson briefly, focusing on the importance of families and emotions.

- Read a short passage from the learning resources about emotional needs and engage students in a discussion about feelings.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Emotional Needs

- Discuss what emotional needs are (e.g., love, support, belonging).

- Ask students to think about times when they felt happy, sad, or loved.

- Write down their responses on the board.

**Step 2:** Real-Life Situations

- Share a few scenarios where emotional needs are met (e.g., a friend comforting another friend, a parent helping with homework).

- In pairs, have students discuss additional examples from their own lives.

- Call on a few pairs to share their examples.

**Step 3:** Role-Playing

- Organize a simple role-play activity where students act out situations that express emotional needs.

- Give students prompts, such as one child feeling sad and another comforting them.

- Allow a few groups to perform their role-plays for the class.

**Step 4:** Reflection

- Lead a reflection on the role-plays. Ask students how it felt to show and receive emotional support.

- Discuss why it’s important to have our emotional needs met and how it affects us and others.

**Conclusion (5 minutes):**

- Summarize the key points discussed: What emotional needs are and how they are expressed and met.

- Conduct a brief interactive activity where students can share one way they would like their emotional needs to be met.

- Preview the next session by hinting at how different family members can help meet emotional needs and the roles they play.

**Extended Activities:**

- Feelings Journal: Encourage students to keep a journal for a week where they write or draw about their emotions and how they can express their needs to others.

- Family Connection: Have students share with their families the different ways emotional needs are met at home and come back prepared to discuss.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Family Needs - Emotional Needs

**Specific Learning Outcomes:**

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

1. Outline emotions expressed by self and others.

2. Match pictures with the emotions expressed.

3. Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Questions:**

- What emotions do we express?

- How can we recognize the emotions of others?

- Why is it important to understand and meet emotional needs?

**Learning Resources:**

- Environmental Activities Curriculum Design: Grade 3

- "Our Lives Today": Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students to share what they learned about emotions.

- Read together a short passage from the learning resources that introduces emotions in family settings.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Emotions

- Show students a variety of picture cards depicting different emotions (happy, sad, angry, surprised, etc.).

- Discuss each emotion. Ask, “How do you feel when you are happy?” and “What do we see in someone who is sad?”

**Step 2:** Matching Game

- Divide students into small groups and give each group a set of emotion picture cards and a list of emotion words.

- Challenge them to match each picture to the correct emotion word. Walk around to assist and encourage discussion within groups.

**Step 3:** Sharing Personal Experiences

- Have students gather in a circle. Prompt them with questions like, “Can you think of a time when you felt really happy?” and “What did you do when you felt angry?”

- Encourage students to share their feelings and experiences, emphasizing empathy and understanding.

**Step 4:** Importance of Emotions

- Bring the class back together and lead a discussion about why it’s important to understand our emotions and the emotions of others.

- Talk about how meeting emotional needs helps us build strong friendships and families.

**Conclusion (5 minutes):**

- Summarize key points: the different emotions, matching pictures, and the importance of recognizing emotions.

- Conduct a quick interactive activity where students draw their favorite emotion and share it with the class, explaining why it’s their favorite.

- Preview the next lesson, which will focus on how emotions affect our behavior and relationships with family and friends.

**Extended Activities:**

- Emotion Journal: Encourage students to keep a weekly journal where they can write or draw about different emotions they experience during the week.

- Emotion Puppets: Have students create puppets that represent various emotions, then perform short skits depicting different scenarios where those emotions might be expressed.

- Family Emotion Map: Assign students to create a family emotion map, illustrating how different family members express different feelings.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Family Needs - Emotional Needs

**Specific Learning Outcomes:**

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

1. Outline emotions expressed by self and others.

2. Match pictures with the emotions expressed.

3. Appreciate the importance of meeting emotional needs in character formation.

**Key Inquiry Question(s):**

- What emotions do we express?

- How can we identify emotions through pictures?

**Learning Resources:**

- Environmental Activities Curriculum design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on feelings and emotions.

- Introduce key concepts about emotional needs, asking students, "How do you feel today?" and discussing the diverse emotions represented in the room.

**Lesson Development (20 minutes):**

**Step 1:** Introduce Emotions

- Present a few basic emotions (happy, sad, angry, surprised) using picture cards. Discuss what each emotion looks like and examples of when we might feel these emotions.

**Step 2:** Emotion Matching Activity

- Distribute sets of emotion picture cards to pairs of students. Instruct them to work together to match each picture with a word describing the emotion (e.g., "Happy" with a smiling face).

**Step 3:** Expressing Emotions

- Encourage students to share times they felt these emotions. Ask them to draw a scene of when they felt a specific emotion and explain their drawing to the class.

**Step 4:** Connecting Emotions to Character

- Discuss how our emotions are important for who we are. Ask, "Why do you think it’s important to talk about our feelings?" Lead a discussion on how understanding emotions can help us be kind and supportive friends to others.

**Conclusion (5 minutes):**

- Summarize key points about emotions and their importance in our lives and relationships.

- Conduct a brief interactive game where students act out emotions, and others guess the emotion. This reinforces the day's learning.

- Preview the next session: “How do we help each other when we feel sad or happy?”

**Extended Activities:**

- Emotion Journal:

- Encourage students to keep a journal for a week where they draw or write about their feelings each day. This fosters reflection on their emotions over time.

- Story Time Sharing:

- Select a story that involves various emotions. After the reading, ask students to identify emotions expressed by characters and how these feelings impact the story.

- Emotion Charades:

- In small groups, students can create a short skit demonstrating a specific emotion. This activity allows for practical application of understanding emotional expression.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1.Identify common food items found in the immediate environment

2.Draw food items found in the immediate environment

3. Appreciate food items

**Key Inquiry Question(s):**

- What common food items can we find in our immediate environment?

- How can we draw food items that we find around us?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the last lesson, discussing any new vocabulary or concepts learned.

- Guide the students through a few pages of the relevant content in the learning resources, asking them questions to spark discussion. For example: "What types of food do we see around us?"

**Lesson Development (20 minutes):**

**Step 1:** Brainstorming Session

- Ask students to share food items they see in their homes or around the school.

- Write their responses on the board.

- Encourage students to think about fruits, vegetables, and packaged foods.

**Step 2:** Group Discussion

- Organize students into small groups and give them a moment to discuss why those food items are important (nutrition, taste, etc.).

- Each group can then share one food item and one reason why it's important to them as a class.

**Step 3:** Drawing Activity

- Provide each student with paper and crayons/markers.

- Instruct students to draw one food item they like and one they see in the environment in front of them or at home.

**Step 4:** Gallery Walk

- Have students display their drawings around the classroom.

- Encourage students to walk around and look at each other's work and to discuss what they see—what looks delicious, or what they didn't know was a food item.

**Conclusion (5 minutes):**

- Summarize key points by revisiting the food items discussed and drawn during the lesson.

- Reinforce the learning objectives by asking questions about what they've learned regarding food in their environment.

- End with a brief interactive activity, such as a quick round of “I Spy” using food items in the classroom or illustrations on the board.

- Prepare learners for the next session by telling them they will learn about where food comes from.

**Extended Activities:**

- Nature Walk: Take a short walk around the school yard to spot and identify any edible plants (like dandelions or wild berries) with adult supervision.

- Food Journal: Have students create a food journal for a week where they draw or write about the different food items they eat every day.

- Guest Speaker: Invite a local farmer or nutritionist to discuss food sources and the importance of eating fresh fruits and vegetables.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Food in our environment

**Specific Learning Outcomes:**

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

1.Identify common food items found in the immediate environment

2. Draw food items found in the immediate environment

3. Appreciate food items

**Key Inquiry Question(s):**

- What common food items can we find in our immediate environment?

- How can we draw food items found in our immediate environment?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our lives today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about the importance of natural resources in our environment.

- Ask students to share any food items they may have seen or eaten recently (e.g., fruits, vegetables).

- Introduce key concepts from the learning resources about food items and their sources.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Engage students in a discussion about foods they can find nearby, such as fruits and vegetables from gardens or local shops.

- Encourage students to share their experiences with these food items.

- Write down their answers on the board as a class list.

**Step 2:** Classification Activity

- Ask students to categorize the food items from the list into groups (e.g., fruits, vegetables, grains).

- Provide images or props to help them visualize the categories.

**Step 3:** Drawing Activity

- Have students choose one of the food items from the list and draw it.

- Encourage creativity and detail in their drawings.

**Step 4:** Sharing

- Allow students to share their drawings with the class.

- Encourage them to explain why they chose that food item and where it comes from.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the variety of food items in our environment and their classification.

- Conduct a brief interactive activity, such as a “food item scavenger hunt” where students find pictures or drawings of items around the classroom.

- Preview the next session by asking students to think about how these food items are important for our health and environment.

**Extended Activities:**

- Take a nature walk to observe food items in their natural surroundings.

- Organize a “food item collage” project where students can bring in magazine clippings or drawings of food items to create a class collage representing local foods.

- Introduce a simple cooking activity using one of the commonly found food items discussed in class, promoting hands-on learning.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. Identify common food items found in the immediate environment.

2. Match common food items with their names.

3. Appreciate the variety of food items available in our surroundings.

**Key Inquiry Question(s):**

- Where can we find common food items in our environment?

- How can we match food items with their names?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students to recall what they learned about food during the previous lesson.

- Guide students to read and discuss relevant content from the learning resources, specifically focusing on understanding types of food and where they come from.

**Lesson Development (20 minutes):**

**Step 1:** Exploration of Common Food Items

- Conduct a class brainstorming session where students name food items they see in their homes or at school.

- Record these food items on the board.

**Step 2:** Matching Activity

- Provide students with printed images of common food items (e.g., apples, bread, carrots) and their names.

- Have students match the images with the correct names in pairs. Walk around to offer support and ask guiding questions.

**Step 3:** Discussion about Food Sources

- Lead a discussion about where these foods come from (e.g., farms, gardens, stores).

- Encourage students to think about the journey of food from its source to their plate.

**Step 4:** Appreciation of Food

- Invite students to share their favorite foods and explain why they like them.

- Discuss the importance of healthy food choices and how they contribute to our health.

**Conclusion (5 minutes):**

- Summarize the key points learned during the lesson: types of food found in the environment and their names.

- Conduct a quick interactive activity, such as a food matching game using flashcards.

- Briefly preview the next lesson on the importance of growing our own food, encouraging students to think about what they would like to grow.

**Extended Activities:**

- Food Scavenger Hunt: Create a scavenger hunt where students look for food items around the school or in their home environment and share what they find with the class.

- Create a Food Diary: Ask students to keep a food diary for a week, noting down what types of food they eat, and share it with the class.

- Gardening Project: If possible, start a small class garden where students can plant, water, and learn about growing vegetables and fruits.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. Identify common food items found in the immediate environment.

2. Match common food items with their names.

3. Appreciate food items.

**Key Inquiry Question(s):**

- What common food items can we find in our environment?

- How can we match these food items with their names?

**Learning Resources:**

- Environmental Activities Curriculum (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about food and where it comes from.

- Guide learners to read relevant sections from the provided learning resources. Discuss the key concepts of food items found in the environment.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Food Items

- Show pictures of various food items (e.g., fruits, vegetables, grains).

- Ask students to name the food items they see. As they respond, write their answers on the board.

**Step 2:** Matching Activity

- Distribute a matching worksheet where students will connect pictures of food items with their names.

- Give students time to complete the worksheet and provide assistance where needed.

**Step 3:** Group Discussion

- Divide the class into small groups and ask them to discuss where they can find these food items in their environment (e.g., grocery store, garden).

- Each group can share one food item they know and discuss its importance.

**Step 4:** Food Appreciation

- Lead a brief discussion on why food is important and how it helps us stay healthy. Ask the students to talk about their favorite foods and why they like them.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, highlighting what students learned about common food items and their names.

- Conduct a brief interactive game where students quickly name a food item when they hear a keyword related to food (e.g., "fruit," "vegetable").

- Prepare students for the next lesson by sharing that they will explore where food comes from and how it grows.

**Extended Activities:**

- Food Scavenger Hunt: Organize a nature walk where students can look for food items in their environment (e.g., fruits in trees, herbs in gardens) and sketch or take pictures.

- Cooking Simple Recipes: Invite students to participate in making a simple meal or snack using common ingredients from the lesson, discussing the source of each ingredient.

- Create a Food Collage: Have students cut out pictures of food from magazines, create a collage, and label each item with its name.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. State food items found in the locality.

2. Classify food items into three food groups.

3. Appreciate food items.

**Key Inquiry Question(s):**

- What food items can we find around us?

- How can we classify food items into three groups: energy-giving, body-building, and protective foods?

**Learning Resources:**

- Environmental Activities Curriculum, Grade 2

- Our Lives Today, Grade 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by asking students to share one food item they learned about last time. Write their responses on the board.

- Discussion: Guide learners to read a short section from the learning resources about the importance of food in our lives. Highlight key terms like "energy-giving," "body-building," and "protective."

**Lesson Development (20 minutes):**

**Step 1:** Understanding Food Groups

- Discussion: Explain the three food groups using simple terms and visuals (pictures or charts).

- Energy-Giving: Foods like bread, rice, and pasta.

- Body-Building: Foods like meat, fish, beans, and nuts.

- Protective Foods: Fruits and vegetables.

**Step 2:** Classifying Food Items

- Group Activity: Divide students into small groups and provide them with a selection of food items (real or pictures).

- Task: Ask each group to classify the items into the three food groups and display their work on a poster.

**Step 3:** Presenting Findings

- Group Presentations: Have each group present their poster and explain why they classified the food items in that way.

- Class Discussion: Encourage other students to ask questions and provide their input.

**Step 4:** Digital Classification

- Digital Device Activity: If available, use tablets or a smartboard to visit an educational website or app that allows students to drag and drop food items into the correct food group.

- Class Interaction: Discuss what they learned from the digital activity.

**Conclusion (5 minutes):**

- Summary: Recap the three food groups and the importance of each. Reinforce understanding through questions: “What foods give us energy?” etc.

- Interactive Activity: Play a quick game where you call out a food item and students must give a thumbs up or thumbs down to indicate if it fits into one of the groups.

- Preview Next Session: Briefly talk about what foods we grow in our local area and what we will learn about gardening in the next lesson.

**Extended Activities:**

- Food Diary: Have students keep a food diary for one week, writing down what they eat each day and identifying which food group each item belongs to.

- Class Garden Project: Start a small class garden where students can plant and observe how fruits and vegetables grow. This hands-on experience helps them appreciate protective foods.

- Cooking Day: Organize a simple cooking day where students can prepare a healthy snack using foods from the different groups.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. State food items found in the locality

2. Classify food items into three food groups

3. Appreciate food items

**Key Inquiry Question(s):**

- Discuss food items

- Use digital devices to classify food items into three groups (energy-giving, body-building, and protective foods)

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson focused on food and its importance in our daily lives.

- Engage students by asking them to share their favorite food items and where they can find them locally.

- Introduce the key concepts of today's lesson by guiding learners to read and discuss relevant content from the learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Food Groups

- Explain the three food groups: energy-giving foods (like bread and rice), body-building foods (like meat and beans), and protective foods (like fruits and vegetables).

- Use colorful visuals to illustrate each food group.

- Encourage students to name examples of food items from their own meals that fit into these groups.

**Step 2:** Classifying Food Items

- Distribute pictures of different food items to each student or group of students.

- In pairs, students will classify the food items into the three food groups.

- Provide digital devices (tablets or computers) for students to research and confirm their classifications.

**Step 3:** Discussion and Sharing

- Ask students to share their classifications and any interesting facts they found during their research.

- Lead a class discussion on why each food group is important for our bodies.

**Step 4:** Appreciate Local Foods

- Discuss the significance of eating locally sourced foods.

- Encourage students to think about what food items are commonly found in their community (like fruits from a local farm or fish from a nearby lake).

- Ask students to share any experiences they have with local food items.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the food groups, examples of food items, and the importance of appreciating local foods.

- Conduct a brief interactive activity: Have students stand up if they can name a food item from each group, reinforcing their learning.

- Preview the next session by asking students to think about how different cultures use food and whether they have tried foods from other countries.

**Extended Activities:**

- Food Diary: Encourage students to keep a food diary for a week, writing down what they eat each day and classifying each food item into one of the three groups.

- Field Trip: Plan a field trip to a local farm or market where students can see and learn about where food comes from.

- Cooking Class: Host a simple cooking class where students can prepare a healthy snack using local ingredients, reinforcing the concept of food appreciation.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. State food items found in the locality.

2. Classify food items into three food groups.

3. Appreciate food items.

**Key Inquiry Question(s):**

- What food items can we find around us?

- How can we classify these food items into energy-giving, body-building, and protective foods?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our Lives Today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson about local food sources.

- Ask students to share their favorite local foods.

- Read and discuss relevant content from the learning resources, focusing on food types and their importance.

**Lesson Development (20 minutes):**

**Step 1:** Identify Local Food Items

- Ask students what food items they see in their homes and communities.

- Create a list on the board.

- Encourage students to give reasons why they like these foods.

**Step 2:** Classify Food Items

- Introduce the three food groups: Energy Giving, Body Building, and Protective Foods.

- Use digital devices to show pictures of various food items and classify them into the three groups together as a class.

- In pairs, allow students to use devices to find and classify an additional food item each.

**Step 3:** Discussing Importance

- Discuss why each food group is important for our bodies.

- Ask students to think about how these foods help them grow, play, and stay healthy.

- Use examples from local foods in their community.

**Step 4:** Food Appreciation Activity

- Conduct a group activity where students share a food from their list that they appreciate the most and explain why.

- Encourage students to share a fact about where the food comes from or how it is grown.

**Conclusion (5 minutes):**

- Summarize the key points: food variety, classification into groups, and appreciation for local foods.

- Conduct a quick quiz or game, such as a 'food group match-up,' where students match foods to their respective groups on the board.

- Preview the next lesson, prompting students to think about the journey of food from the farm to their table.

**Extended Activities:**

- Food Scavenger Hunt: Create a scavenger hunt where students search for local food items (pictures or real) and classify them into the three groups at home or school.

- Cooking Day: Have a day where students bring in a simple dish made from local ingredients. They can explain the food item's group and its benefits during a class share session.

- Create a Food Group Book: Students can draw or print pictures of their classified food items and create a book that illustrates energy-giving, body-building, and protective foods.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1. Explain what table manners are.

2. Observe table manners during meals.

3.Develop a desire to observe table manners during meals.

**Key Inquiry Question(s):**

- What are table manners, and why are they important?

- How can we learn about table manners through group discussions and digital devices?

**Learning Resources:**

- Environmental Activities Curriculum design, Grade 3

- Our Lives Today, Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by asking students about their experiences during meals. What do they do? How do they feel when eating with others?

- Review the previous lesson briefly to connect ideas, focusing on the importance of our social environment and how it relates to food.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Table Manners

- Explain what table manners are through simple examples: using utensils, chewing with your mouth closed, saying "please" and "thank you."

- Read and discuss a section from the learning resource that outlines basic table manners.

**Step 2:** Group Discussion

- Split students into small groups. In their groups, they will discuss what they think are good and bad table manners. Encourage them to share personal experiences.

- Students can use digital devices to search for additional information about table manners, such as videos or articles designed for children.

**Step 3:** Role Playing

- Have each group perform a short skit demonstrating both good and bad table manners. This will help them visualize what they learned and make it more engaging.

**Step 4:** Reflection and Commitment

- Ask students to reflect on what they learned about table manners and share one new thing they will try to implement at the dinner table.

- Introduce the idea of creating 'Table Manners Cards' that they can use during meals at home to remind themselves of what they learned.

**Conclusion (5 minutes):**

- Summarize the key points discussed about table manners and their importance.

- Conduct a brief interactive activity where students take turns stating one table manner they will practice.

- Preview the next session by mentioning how we can use table manners to appreciate our food and express gratitude to those who prepare it.

**Extended Activities:**

- Table Manners Journal: Ask students to keep a journal for a week where they write down one good table manner they followed each day.

- Family Meal Day: Encourage students to host a family meal where they can apply their learned table manners, and they can share their experiences in the next class.

- Art Activity: Have students create a poster showing the 'Dos and Don’ts' of table manners to display in the classroom or at home.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Food in our environment

**Specific Learning Outcomes:**

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

1. Identify ways of observing good table manners when taking meals.

2.Observe table manners during meals.

3.Desire to observe table manners during meals.

**Key Inquiry Question(s):**

- How can we role play good table manners when taking meals?

- How can we use digital devices to search for information about table manners?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our Lives Today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about how food is part of our environment.

- Guide learners to read and discuss relevant content from the learning resources, focusing on good table manners and why they are important.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Table Manners

- Discuss what table manners are and why they matter.

- Ask students to share what they think good table manners are. Record their ideas on the board.

**Step 2:** Role Play

- Divide students into small groups.

- Give each group a scenario (e.g., a family dinner, a picnic with friends).

- Each group will create a short skit demonstrating good table manners.

- Allow groups to perform their skits.

**Step 3:** Discussion on Importance

- After the role plays, have a class discussion on how the students felt while performing and watching the skits.

- Ask questions like: "How did it feel to use good table manners?" and "Why do you think we should use them?"

**Step 4:** Using Digital Devices for Research

- Introduce a brief exploration with digital devices for students to find facts or tips about table manners.

- Encourage them to search together in pairs or small groups and share what they find with the class.

**Conclusion (5 minutes):**

- Summarize the key points learned about table manners.

- Reinforce the importance of good table manners with an interactive activity: “Table Manners Bingo” where students mark good manners on a bingo sheet as they share examples.

- Preview the next session’s topic: “Healthy Foods and Their Benefits.”

**Extended Activities:**

- Table Manners Diary: Have students keep a diary for a week to note when they used good table manners.

- Create a Table Manners Chart: Students can create a colorful chart of dos and don’ts regarding table manners to display in the classroom.

- Family Meal Role Play: Encourage students to practice good manners at home during dinner and report back on their experiences.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Food in our environment

**Specific Learning Outcomes:**

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

1. Identify ways of observing good table manners when taking meals.

2. Observe table manners during meals.

3.Desire to observe table manners during meals.

**Key Inquiry Question(s):**

- How can we role play good table manners when taking meals?

- How can we use digital devices to search for information on table manners?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- "Our Lives Today" (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson.

- Ask students what they remember about manners and why they are important.

- Introduce the lesson by discussing how we can show good manners during meals.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Read a short section from the learning resources about good table manners.

- Discuss what good table manners are (e.g., using utensils, saying please and thank you, chewing with mouth closed).

**Step 2:** Role Play

- Divide students into small groups and have them role play different scenarios involving meals (e.g., at home with family, at a restaurant).

- Encourage them to use the table manners discussed in Step 1.

**Step 3:** Research

- Allow students to use digital devices (tablets/computers) to search for pictures or videos showing good table manners.

- Ask them to find one new fact or tip about table manners.

**Step 4:** Sharing

- Have each group share their role play skits and any interesting facts they discovered from their research.

- Discuss the importance of good table manners in various settings and cultures.

**Conclusion (5 minutes):**

- Summarize the key points about good table manners and why they matter during meals.

- Conduct a light interactive activity like “Table Manners Bingo,” where students can identify good manners as they hear them mentioned.

- Preview the next session by discussing how we will explore different foods in our environment and their impact on our health.

**Extended Activities:**

- Have students create a "Good Manners" poster to hang in the classroom, illustrating different table manners.

- Ask students to practice their table manners during lunch at school and report back on their experience in the next lesson.

- Encourage families to have a "Manners Dinner Night" and have the students share what they learned.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1.Outline reasons why people eat too much or too little food.

2. Embrace good eating habits to promote good health.

3. Appreciate good health.

**Key Inquiry Question(s):**

- Why do people eat too much or too little food?

- What can happen when a person eats too much or too little food?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on healthy foods.

- Introduce the day's topic by discussing the importance of eating the right amount of food.

- Read a short excerpt from the learning resources about healthy eating and habits.

**Lesson Development (20 minutes):**

**Step 1:** Discussion about Eating Habits

- Engage students in a discussion about what "too much" and "too little" food means.

- Use questions like: "What happens when we eat too much candy?" or "How do we feel when we skip lunch?"

**Step 2:** Video Clips

- Show age-appropriate video clips that illustrate the effects of eating too much or too little food.

- After each clip, pause to discuss the key points. Ask questions such as: "What did you see happen when someone ate too little food?"

**Step 3:** Case Stories

- Read or tell brief case stories about characters who struggle with their eating habits (one who eats too much and one who eats too little).

- In pairs, let students share how they would help the characters eat better.

**Step 4:** Good Eating Habits Chart

- Together with the students, create a chart on good eating habits.

- Ask students to give examples of healthy foods they enjoy and ways to eat balanced meals.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: reasons for eating too much or too little, and the importance of good eating habits.

- Conduct a brief interactive activity, such as a "Healthy Eating Pledge," where each student shares one healthy food they will eat this week.

- Preview the next session’s topic: "Where do our food choices come from?" Encourage students to think of one new food they would like to try.

**Extended Activities:**

- Food Diary: Ask students to keep a food diary for 3 days, noting what they eat and how they feel after each meal. Discuss their experiences in the next lesson.

- Healthy Plate Craft: Have students create a paper plate meal representing a balanced diet, using drawings or cut-out pictures from magazines.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Food in Our Environment

**Specific Learning Outcomes:**

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

1.Outline reasons why people eat too much or too little food.

2.Embrace good eating habits to promote good health.

3.Appreciate good healthy food.

**Key Inquiry Questions:**

- Why do people eat too much or too little food?

- What happens when a person eats too much or too little food?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about different types of food.

- Guide learners to read and discuss relevant content from the learning resources, emphasizing healthy eating habits and the importance of balance in food consumption.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Food Habits

- Begin with a class discussion: “What do you think happens when someone eats too much food or not enough?”

- Encourage students to share their thoughts. Write key points on the board.

**Step 2:** Watch Video Clips

- Show age-appropriate video clips that illustrate the effects of overeating and undereating.

- Ask students to pay attention to how the characters in the videos feel and the consequences they face.

**Step 3:** Group Activity – Case Stories

- Divide students into small groups.

- Provide each group with a simple case story of a child who eats too much and another who eats too little.

- Have students discuss the stories and list the advantages of eating healthy and the disadvantages of poor eating habits.

**Step 4:** Class Sharing and Wrap-up

- Have each group share their findings with the class.

- Discuss why everyone should aim for a balanced diet. Reinforce the importance of fruits, vegetables, and other healthy foods.

**Conclusion (5 minutes):**

- Summarize the key points:

- People can eat too much or too little for different reasons.

- Eating healthy foods helps us feel good and stay strong.

- Conduct a quick interactive activity like a “Healthy or Unhealthy Food” game where students categorize different foods.

- Preview the next session's topic, perhaps exploring specific healthy foods and their benefits.

**Extended Activities:**

- Healthy Recipe Creation: Have students create their own healthy recipes. They can draw pictures of the ingredients and write a few sentences about why their meal is good for you.

- Food Diary: Encourage students to keep a simple food diary for a week, noting what they eat. At the end of the week, discuss in class how balanced their diets have been.

- Visit to a Local Farm or Grocery Store: Organize a trip where students can learn about where their food comes from and the importance of choosing healthy options.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1. Identify ways of keeping safe in the community

2. Draw safe places in the community

3. Develop a desire to keep safe in the community

**Key Inquiry Questions:**

- How can we keep safe in our community?

- Where are safe places in our community?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- "Our Lives Today" (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson about communities and safety.

- Ask students to share any places they think are safe in their community. Encourage a few students to share their thoughts.

- Introduce the topic of how to keep safe in our community and explain the importance of recognizing safe places.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Ask students to think of different ways to stay safe in the community.

- Facilitate a class discussion where students can share their ideas (e.g., looking both ways before crossing the street, walking with an adult, staying away from dangerous areas).

- Write down their responses on the board.

**Step 2:** Identifying Safe Places

- Give each student a piece of paper and crayons.

- Instruct them to draw at least two places in their community that they think are safe (e.g., a school, a park, a library).

- Allow students to share their drawings with a partner and explain their choices.

**Step 3:** Safety Role-Play

- Organize a quick role-play activity where students can act out scenarios showing how to keep safe (e.g., what to do if they get lost or how to cross the street safely).

- Encourage creativity and fun while reinforcing safety messages.

**Step 4:** Create a Safety Plan

- Have students create a simple safety plan by listing three questions:

1. Who can I ask for help?

2. What should I do if I get lost?

3. How do I cross the street safely?

- Share these plans with the class or in small groups.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson and highlight the importance of staying safe in the community.

- Conclude with a short interactive quiz using thumbs up/thumbs down to reinforce what was learned: “Is it safe to play alone in a busy street?”

- Preview the next lesson about exploring community helpers and how they contribute to our safety.

**Extended Activities:**

- Safety Scavenger Hunt: Create a scavenger hunt where students look for safety signs in their neighborhood (with adult supervision).

- Community Safety Poster: Have students make a poster to display at school about safety tips or safe places in the community and present it to their classmates.

- Guest Speaker: Invite a local firefighter or police officer to speak to the class about safety in the community.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1.Identify ways of keeping safe in the community

2.Draw safe places in the community

3. Develop a desire to keep safe in the community

**Key Inquiry Question(s):**

- How can we keep safe in our community?

- What are some safe places in our community?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our lives today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on community helpers.

- Ask students about what they learned and how they can keep safe.

- Introduce key concepts related to safety in the community and safe places.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Begin by asking students, "What does it mean to be safe?" and "Why is safety important in our community?"

- Share examples of safe behaviors (e.g., looking both ways before crossing the street) and ask students to contribute their ideas.

**Step 2:** Identifying Safe Places

- Have students name safe places they know in their community (e.g., police stations, schools, parks).

- Write their ideas on the board and discuss why each place is considered safe.

**Step 3:** Drawing Safe Places

- Distribute paper and crayons.

- Instruct students to draw one safe place in their community. Encourage them to add details, like people or activities that happen there.

**Step 4:** Sharing Drawings

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

- Encourage them to explain why their chosen place is safe.

**Conclusion (5 minutes):**

- Summarize the key points: understanding safety, identifying safe places, and the importance of keeping safe.

- Conduct an interactive activity, such as a quick game of “Safe or Not Safe” where you name different situations and students respond with thumbs-up or thumbs-down.

- Provide a preview of the next lesson, focusing on community animals and their role in the environment, and ask students to think about which animals they see in their neighborhoods.

**Extended Activities:**

- Create a "Community Safety Map" where students can contribute drawings or pictures of safe places to display in the classroom.

- Organize a neighborhood walk with parents or community helpers to identify safe spots and learn about safety rules.

- Have students write a short story about a day they feel safe in their community, illustrating key safety measures they practiced.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1.Outline safe places in the community.

2. Classify places in the community as safe and unsafe.

3.Develop a desire to keep safe in the community.

**Key Inquiry Questions:**

- What places in our community are safe?

- What places in our community are unsafe?

**Learning Resources:**

- Environmental Activities Curriculum (Grade 3)

- Our Lives Today (Grade 3)

- Flashcards or pictures of various community locations (e.g., playgrounds, roads, parks, alleys)

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Show images or flashcards of different places in the community and ask students if they remember some safe places they discussed last time.

- Engage the class in a brief discussion about what makes a place safe or unsafe.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Safe Places

- Ask students to name safe places in their community (e.g., playgrounds, schools, libraries).

- Write responses on the board, and illustrate each with flashcards or images.

**Step 2:** Discussing Unsafe Places

- Introduce the concept of unsafe places (e.g., busy roads, dark alleys).

- Engage students in discussing why these places may be unsafe, emphasizing their feelings about safety.

**Step 3:** Sorting Activity

- Provide students with flashcards featuring various locations.

- Divide the class into small groups and have them work together to sort the cards into "Safe" and "Unsafe."

- Circulate and assist as needed, asking questions to prompt discussion within groups.

**Step 4:** Community Safety Action Plan

- Ask students to think of one action they can take to keep themselves safe in their community.

- Have each student share their idea with the class, encouraging them to listen and think about how to keep each other safe.

**Conclusion (5 minutes):**

- Review the differences between safe and unsafe places discussed during the lesson.

- Reinforce the key message that knowing about safe places helps keep us safe.

- Conduct a quick interactive activity: ask each student to point to a place that is safe and one that might be unsafe based on what they learned.

- Preview the next class's topic on how to be safe in different environments (home, school, outdoors).

**Extended Activities:**

- Home Assignment: Ask students to take a walk with their guardians and spot various places in their community. They can take notes or draw pictures of three safe places and one unsafe place, bringing them to the next class to share.

- Community Walk: If possible, plan a short walk around the school to identify safe and unsafe places directly in the community, discussing characteristics as a class.

- Safety Poster Project: In groups, create a safety poster that shows safe and unsafe places in the community, including tips for staying safe.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1.Outline safe places in the community.

2. Classify places in the community as safe and unsafe.

3.Develop a desire to keep the community safe.

**Key Inquiry Question(s):**

- How can we sort and group places into safe and unsafe categories?

- What are some dangerous places in our community?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of what students learned in the previous lesson about communities.

- Use visuals such as pictures or short videos to engage the class.

- Lead a brief discussion on what makes some places safe and others unsafe, using examples from the pictures.

**Lesson Development (20 minutes):**

**Step 1:** Identify Safe Places

- Show students flashcards with different locations (e.g., parks, schools, busy streets).

- Ask them to identify and describe one safe place they like to visit.

**Step 2:** Identify Unsafe Places

- Transition to discussing unsafe places. Use flashcards with images of potentially unsafe areas (e.g., abandoned buildings, busy highways).

- Engage the students by asking which places they think are dangerous and why.

**Step 3:** Group Activity

- In small groups, give students a mix of safe and unsafe place flashcards.

- Have them sort the cards into two piles: 'Safe' and 'Unsafe.'

- Each group will share their reasoning behind their categorization with the whole class.

**Step 4:** Community Safety Discussion

- Facilitate a discussion about how we can keep our community safe. Prompt students with questions like, "What can we do if we see something unsafe?" and "Who can we talk to about keeping our community safe?"

- Role-play scenarios on how to handle unsafe situations.

**Conclusion (5 minutes):**

- Recap the key points of the lesson, emphasizing what makes a place safe or unsafe.

- Conduct a brief interactive quiz using thumbs up/down to reinforce concepts (e.g., showing images and asking if the place is safe or unsafe).

- Preview that next session will explore personal safety tips and knowing who to ask for help in unsafe situations.

**Extended Activities:**

- Community Walk: Organize a safe walk around the school neighborhood where students can identify and categorize safe and unsafe places.

- Create a Safe Place Map: Have students draw a map of their neighborhood marking safe places they visit, sharing it with the class.

- Guest Speaker: Invite a local community officer or firefighter to talk about safety in the community and answer student questions.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1. Identify behavior that can expose one to danger

2. Outline how to respond to strangers and other child safety tips

3. Desire to keep safe in the community

**Key Inquiry Question(s):**

- What behavior can expose us to danger?

- How can we respond to strangers safely?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our Lives Today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Start by reviewing what the students learned in the previous lesson regarding safety in the community.

- Engage the class in a discussion about the importance of staying safe and introduce the key concepts of today's lesson.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Dangerous Behaviors

- Discuss with the students common behaviors that could put them in danger (e.g., talking to strangers, wandering away from home).

- Create a list of these behaviors on the whiteboard as students contribute examples.

**Step 2:** Understanding Safe Responses

- Introduce the concept of safe responses to potentially dangerous situations.

- Role-play scenarios where a stranger approaches, and let students practice how to respond (e.g., "I'm busy," walking away, or telling an adult).

**Step 3:** Listening to a Resource Person

- Invite a community safety officer or trusted adult to speak briefly about the importance of recognizing dangerous behaviors and responding to strangers safely.

- Encourage students to ask questions.

**Step 4:** Creating a Safety Plan

- Have students work in pairs to create a simple safety plan for when they are out in the community (e.g., who to talk to, where to go if they feel unsafe).

- Share plans with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed in the lesson, reinforcing how identifying dangerous behaviors and knowing how to respond can keep them safe.

- Conduct a fun quiz or game to reinforce main topics learned in the lesson.

- Preview the next lesson's focus on “Understanding Safe Spaces in Our Community.”

**Extended Activities:**

- Safety Poster Creation: Have students create colorful posters that illustrate one safety tip they learned about. These can be displayed in the classroom or around the school.

- Family Safety Contract: Encourage students to talk with their parents or guardians to create a family safety contract. This can outline who they should tell if they feel unsafe and the buddy system for outings.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Our Community

**Specific Learning Outcomes:**

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

1. Identify road signs for personal safety

2.Draw road signs

3. Appreciate the use of road signs

**Key Inquiry Question(s):**

- What are some common road signs that help keep us safe?

- How can we use digital devices to learn more about road signs?

- Can we create our own road signs?

**Learning Resources:**

- "Environmental Activities Curriculum"

- "Our Lives Today"

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome students and review the previous lesson about community safety.

- Ask students what they remember about road signs and why they might be important.

- Introduce the topic of the day—road signs for personal safety.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Road Signs

- Start a class discussion about the road signs students see in their community.

- Show pictures of common road signs and their meanings (e.g., Stop, Yield, Pedestrian crossing).

- Ask students why they think these signs are important.

**Step 2:** Researching Road Signs

- Guide students to use digital devices (tablets or computers) to look up different road signs.

- Provide a simple worksheet for them to fill out while they search, noting the name and meaning of at least three road signs they find.

- Encourage them to share what they’ve found with the class.

**Step 3:** Drawing Road Signs

- Give each student a blank piece of paper and colored pencils.

- Ask them to create their own road sign that they think would be useful.

- Circulate the room to provide support and encouragement as they draw.

**Step 4:** Sharing and Appreciating Road Signs

- Invite students to share their road signs with the class and explain what they mean.

- Discuss how road signs help everyone in the community stay safe.

**Conclusion (5 minutes):**

- Summarize key points discussed: the importance of road signs, what they learned through research, and their own creations.

- Conduct a quick quiz: ask students to hold up a sign they drew if you mention its use (e.g., "Hold up your stop sign!").

- Preview the next lesson which will focus on other aspects of community safety.

**Extended Activities:**

- Create a classroom “Road Safety” bulletin board that features students’ drawings of road signs.

- Plan a community walk where students can identify actual road signs in their neighborhood and take pictures.

- Have students make a simple presentation or poster about a specific road sign, explaining why it is important for safety.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Our community

**Specific Learning Outcomes:**

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

1. Identify road signs for personal safety

2. Draw road signs

3. Appreciate the use of road signs

**Key Inquiry Questions:**

- What do different road signs mean?

- How can we use digital devices to look up road signs?

- How can we create our own road signs?

**Learning Resources:**

- Environmental Activities Curriculum design grade 3

- Our lives today grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing what was discussed in the previous lesson about community safety.

- Ask students to share any road signs they have seen before.

- Highlight the importance of road signs for our safety and guide learners to read a short passage from the learning resources that discusses road signs and their meanings.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Road Signs

- Show a variety of road sign images using a projector or printed materials.

- Discuss what each sign means and why that information is important.

- Ask students to categorize the road signs into groups (e.g., warning signs, regulatory signs, information signs).

**Step 2:** Digital Exploration

- Have students use tablets or computers to research different road signs.

- Provide a list of specific signs to look for, ensuring they are age-appropriate.

- Ask students to share one interesting fact they learned about a road sign they researched.

**Step 3:** Drawing Road Signs

- Provide paper and crayons/markers.

- Ask students to choose a road sign they learned about and draw it.

- Encourage them to add color and details to make their signs clear and vibrant.

**Step 4:** Presenting Our Signs

- Invite students to share their drawings with the class.

- Have them explain the meaning of their chosen road sign and why it's important for safety.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson regarding the types and meanings of road signs.

- Conduct a brief interactive game where students match road signs to their meanings.

- Preview the next session by informing students they will learn about road safety rules and how road signs play a role in keeping pedestrians safe.

**Extended Activities:**

- Create a "Road Sign Book": Each student can contribute a page with a drawing of their favorite road sign and its meaning.

- Have a "Road Safety Walk": Take students on a short walk around the school/community to spot real road signs and discuss their meanings in real time.

- Develop a classroom mural of different road signs to serve as a visual reminder of their importance.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Social Environment

**Sub-Strand:** Our Community

**Specific Learning Outcomes:**

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

1.Identify road signs

2.Acknowledge the importance of keeping safe in the community

3.Desire to keep safe in the community

**Key Inquiry Question(s):**

- What are road signs and why are they important?

- How can we keep safe in our community?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about community helpers and their roles.

- Introduce the topic of road signs by sharing images or drawing examples on the board. Encourage learners to share if they recognize any signs and where they've seen them. Discuss the content from the learning resources briefly.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Road Signs

- Present various road signs (stop sign, yield sign, pedestrian crossing, etc.).

- Discuss each sign’s purpose and where we might see them.

- Ask students to share experiences of seeing these signs in their community.

**Step 2:** Group Activity - Road Sign Game

- Divide students into small groups.

- Provide each group with flashcards of different road signs.

- Ask them to match road signs with their meanings and present a sign to the class, explaining its importance.

**Step 3:** Safety Discussion

- Facilitate a discussion about safety in the community.

- Ask, "What are ways we can stay safe near roads?"

- Encourage students to share personal stories or family advice about staying safe.

**Step 4:** Creating a Safety Poster

- Have students create a safety poster that includes at least one road sign and a safety message.

- Provide art supplies and encourage creativity.

**Conclusion (5 minutes):**

- Summarize the importance of road signs and community safety.

- Invite students to share their posters.

- Conduct a quick quiz or game where students identify signs shown on a projector or printed sheets.

- Prepare students for the next session by asking them to think about what they would do if they were a community helper.

**Extended Activities:**

- Community Walk: Organize a short walk in the school neighborhood to observe real road signs and discuss their meanings.

- Design a Road Sign: Ask students to create their own road sign with a unique safety message and share it with the class.

- Safety Role-Play: Have students role-play scenarios involving road safety, such as crossing the street or waiting for a bus.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1. Identify cultural events carried out in the community.

2.Recognize cultural events that promote social well-being in the community.

3. Appreciate cultural events.

**Key Inquiry Questions:**

- What cultural events happen in our community?

- How do these events promote social well-being and care for our environment?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous topic on community and environment. Ask students to recall what they learned.

- Introduce the concept of cultural events. Ask students if they can name any cultural events they’ve experienced in their community.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Cultural Events

- Explain what cultural events are, giving examples such as festivals, parades, or cultural days.

- Encourage students to share their experiences at any cultural events they have participated in recently.

**Step 2:** Exploring Positive Impacts

- Discuss how cultural events can benefit the community. Ask students why they think cultural events are important.

- Highlight ways these events promote social well-being, such as bringing people together, celebrating diversity, and sharing traditions.

**Step 3:** Linking Culture and Environment

- Talk about how certain cultural events also focus on the environment, like Earth Day festivities or community clean-ups.

- Engage students with questions: "How can culture help us take care of the environment?"

**Step 4:** Sharing and Celebrating

- Allow students to imagine and talk about a cultural event they would create to promote social well-being and environmental care.

- Have them share their ideas with the class.

**Conclusion (5 minutes):**

- Summarize what was discussed about cultural events and their importance for the community and the environment.

- Conduct a brief interactive activity: Have students draw their favorite cultural event or a new one they created that focuses on well-being and environmental care.

- Preview the next session by asking them to think about how they can help celebrate cultural events in their community.

**Extended Activities:**

- Organize a class "Cultural Day," where students can bring items or foods from their own cultures to showcase and explain to their peers.

- Initiate a "Community Care Challenge" where students participate in or propose environmental activities linked to cultural traditions, such as planting trees or creating a recycling program.

- Encourage students to interview family members about cultural events they participate in and share their findings in the next class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1. Identify cultural events carried out in the community.

2. Recognize cultural events that promote social well-being in the community.

3. Appreciate cultural events.

**Key Inquiry Questions:**

- What cultural events do we have in our community?

- How do these events help our community and take care of the environment?

**Learning Resources:**

- Environmental Activities Curriculum Design for Grade 3

- Our Lives Today for Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by asking students to share any cultural events they remember from the last week.

- Read together a short passage from the learning resources about cultural events, highlighting how they help our community and the environment.

**Lesson Development (20 minutes):**

**Step 1:** Identify Local Events

- Ask students to think of any festivals, parades, or cultural days celebrated in their community (e.g., local fairs, heritage days).

- Write their responses on the board. Discuss what makes these events special.

**Step 2:** Discuss the Purpose

- In pairs, have students discuss why these events are important. Prompt them with questions:

- How do these events make people feel happy?

- Do they help get people together?

- Lead a class discussion to share their ideas and compile a list of benefits on the board.

**Step 3:** Connection to Environment

- Introduce how some cultural events focus on taking care of the environment (e.g., beach clean-ups, tree planting).

- Show pictures or examples of these efforts and discuss how they help the community.

**Step 4:** Sharing Cultural Experiences

- Invite students to share any personal experiences they have had at cultural events.

- Encourage them to relate these experiences to what they learned about community well-being and environmental care.

**Conclusion (5 minutes):**

- Summarize key points: cultural events connect us, promote happiness, and can also help the environment.

- Conduct a brief interactive game where students take turns saying one thing they learned about cultural events.

- Preview next session: "What can we do to make our cultural events even better for our community?"

**Extended Activities:**

1. Cultural Event Poster: Have students create a poster about a cultural event they enjoy, including facts about its history and how it helps the environment.

2. Community Interview: Encourage students to interview a family member about their favorite cultural event and how it positively affected the community.

3. Environmental Care Project: Organize a class project to participate in an upcoming cultural event that focuses on environmental care, like a community clean-up or a plant-a-tree day.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1. Outline cultural events in the community.

2. Classify cultural events into those that promote environmental care and social well-being.

3.Appreciate cultural events.

**Key Inquiry Questions:**

- What cultural events are celebrated in our community?

- How can we practice singing and dancing songs performed during these events?

- Can we group cultural events that promote environmental care and social well-being using pictures or video clips?

**Learning Resources:**

- Environmental Activities Curriculum Design (Grade 3)

- Our Lives Today (Grade 3)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on environmental care. Ask students what they remember and encourage them to share their thoughts.

- Introduce the key concepts for today’s lesson by discussing its connection to cultural events in their community.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Cultural Events

- Ask students to share any cultural events they know about in their community. Write their responses on the board.

- Discuss a few cultural events in detail, focusing on their significance and how people celebrate them.

**Step 2:** Classifying Events

- Divide students into small groups. Provide them with pictures or video clips of various cultural events.

- In their groups, ask students to identify which events promote environmental care and social well-being and explain why they categorized them in that way.

**Step 3:** Singing and Dancing

- Choose a well-known song or dance that is part of a cultural event (consider local folk dances or songs).

- Move the desks to create space, and lead the class in practicing the song or dance together.

**Step 4:** Group Discussion

- Regroup as a class and discuss what they learned about the cultural events. Ask questions like:

- How do these events help the environment?

- Why is it important to celebrate cultural events?

**Conclusion (5 minutes):**

- Summarize the key points from the lesson, emphasizing the connection between cultural events and environmental care.

- Conduct a quick interactive activity where students can draw their favorite cultural event and explain how it promotes environmental care or social well-being.

- Explain that in the next session, they will learn about specific actions they can take to care for the environment during these events.

**Extended Activities:**

- Cultural Event Scrapbook: Ask students to create a scrapbook page at home about a cultural event they celebrate with their family. They can include pictures, drawings, and a few sentences about how it promotes environmental care.

- Community Clean-Up Day: Organize a simple class project where students can participate in a community clean-up as part of a cultural event celebration. They can wear traditional outfits while helping clean up, combining cultural appreciation with environmental care.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1.Outline cultural events in the community.

2. Classify cultural events into those that promote environmental care and social well-being.

3. Appreciate cultural events.

**Key Inquiry Questions:**

- What cultural events happen in our community?

- What songs and dances are performed during these events?

- How do these events help the environment and community well-being?

**Learning Resources:**

- "Environmental Activities Curriculum Design, Grade 3"

- "Our Lives Today, Grade 3"

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing last week’s discussion about the importance of the environment.

- Guide students through a brief reading from the learning resources. Ask them what they remember about cultural events. Focus on the concept that some events can help our environment and community.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Cultural Events

- Ask students to share any cultural events they know (e.g., festivals, parades). Write their responses on the board.

- Discuss the purpose of each event and how it brings people together.

**Step 2:** Grouping Events

- Show pictures or video clips of various cultural events.

- As a class, categorize these events into two groups: those that promote environmental care and those that focus on social well-being.

- Have students explain their reasoning for each category.

**Step 3:** Songs and Dances

- Teach students a simple song or dance that is performed during a known cultural event in their community.

- Encourage them to participate and have fun while practicing.

**Step 4:** Reflection

- Ask students to discuss how cultural events can help the environment. Encourage them to think of one event they would like to see more of in their community.

- Lead a brief discussion on ways they can participate in or support these events.

**Conclusion (5 minutes):**

- Summarize the key points about cultural events and their benefits for the environment and social well-being.

- Conduct an interactive activity like a 'thumbs-up or thumbs-down' where students show approval or disapproval for various statements related to cultural events.

- Prepare students for the next lesson by previewing the topic of how they can contribute to their community through environmental care.

**Extended Activities:**

- Art Project: Create a poster about a favorite cultural event, highlighting how it helps the environment or community.

- Community Hunt: Plan a short trip around the school or neighborhood to find and photograph examples of cultural events.

- Interview: Have students interview family members about cultural events they've attended and report back to the class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1. Identify cultural events in the community.

2.Embrace cultural events that promote social well-being in the community.

3.Appreciate cultural events.

**Key Inquiry Questions:**

- What cultural events do we have in our community?

- How do these events help our community feel good and work well together?

**Learning Resources:**

- Environmental Activities Curriculum Design Grade 3

- Our Lives Today Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous session. Ask students to share one thing they remember.

- Show pictures of various cultural events (like parades, festivals, and fairs) from the community using the learning resources. Have a short discussion on what students see in the pictures.

**Lesson Development (20 minutes):**

**Step 1:** What is Culture?

- Introduce the concept of culture. Explain that culture is made up of the beliefs, traditions, and events that a group of people share.

- Ask students questions such as "What do you like about our community?" and "What special things do we do together?"

**Step 2:** Cultural Events in Our Community

- Discuss some specific cultural events that happen in the community, such as festivals, holidays, and cultural days.

- Have students brainstorm different events they know about and create a list on the board. Encourage them to share if they have participated in any of those events.

**Step 3:** The Benefits of Cultural Events

- Guide a conversation about how cultural events can bring people together and make everyone feel happy.

- Ask questions like, "How do these events help us meet new friends?" or "Why do you think it’s important for us to celebrate together?"

**Step 4:** Appreciating Cultural Events

- Have students think about their favorite cultural event and share with a partner.

- Ask them to share one thing they love about that event and why it’s special to them.

**Conclusion (5 minutes):**

- Summarize the key points: what culture is, what cultural events are, and why they are important.

- Lead a brief interactive activity: have students draw their favorite cultural event and share it with the class.

- Preview the next session: “Next time, we’ll learn more about how we can help our community during cultural events!”

**Extended Activities:**

- Cultural Journal: Have students create a "Cultural Journal" where they can draw or write about different cultural events they attend throughout the year.

- Community Survey: Organize a simple class survey where students can ask their families about the cultural events they celebrate or enjoy, sharing their findings in class afterward.

- Role Play: Set up a “Cultural Fair” where students can present different cultural events through role-play, costumes, or presentations.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Social Environment

**Sub Strand:** Cultural Events

**Specific Learning Outcomes:**

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

1. Identify cultural events in the community

2.Embrace cultural events that promote social well-being in the community

3.Appreciate cultural events

**Key Inquiry Question(s):**

- What cultural events do we have in our community?

- How do these cultural events promote social well-being?

**Learning Resources:**

- Environmental Activities Curriculum Design - Grade 3

- Our Lives Today - Grade 3

**Organisation of Learning:**

**Introduction (5 minutes):**

1. Begin by reviewing what students learned in the previous lesson. Ask questions like:

- "What is a culture?"

- "Can anyone share a cultural event they know?"

2. Introduce today’s topic by discussing the importance of cultural events in our community. Emphasize how these events help us understand and enjoy our differences.

**Lesson Development (20 minutes):**

**Step 1:** Brainstorm Cultural Events

- Ask students to think of cultural events they have seen or participated in within their community.

- Write their responses on the board.

- Discuss a few events (e.g., parades, festivals, cultural fairs).

**Step 2:** Research a Cultural Event

- Divide students into small groups. Assign each group a different cultural event from the board.

- Give them a few minutes to discuss what they know about it and how it contributes positively to the community.

**Step 3:** Presenting Findings

- Have each group share their findings with the class. They can include what the event is, when it happens, and why it is special.

**Step 4:** Create a Cultural Events Collage

- Provide students with magazines or printed images.

- Have them cut out pictures related to cultural events and glue them onto a large sheet of paper. This can be displayed in the classroom.

**Conclusion (5 minutes):**

1. Summarize key points from the lesson:

- What are cultural events?

- Why are they important for our community?

2. Conduct a brief interactive activity:

- Ask students to share one thing they learned today with a partner.

3. Preview the next session: "Next time, we will learn about how we can participate in these cultural events!"

**Extended Activities:**

- Cultural Event Diary: Encourage students to keep a diary where they note cultural events they participate in or observe over the next month. They can draw pictures or write a few sentences about each event.

- Guest Speaker: Invite a community member who regularly participates in cultural events to speak to the class about their experiences.

**Teacher Self-Evaluation:**