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**WEEK 1: LESSON 1**

**Strand:** Myself

**Sub Strand:** External body parts

**Specific Learning Outcomes:**

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

1.Name the external body parts for self-awareness

2.Draw external body parts

3.Appreciate their external body parts

**Key Inquiry Question(s):**

- Can you mention external body parts such as head, mouth, nose, hands, and legs?

- Can you draw your external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing the previous lesson on healthy habits.

- Engage the learners by asking them what they remember about their bodies, and facilitate a short discussion.

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

**Lesson Development (20 minutes):**

**Step 1:** Naming External Body Parts

- Show pictures of external body parts (head, mouth, nose, hands, legs) and ask learners to identify them.

- Use a song or rhyme that includes external body parts to make it fun.

**Step 2:** Group Discussion

- Divide the learners into small groups and ask them to share what each body part is used for.

- Encourage learners to talk about their own experiences and when they use each part (e.g., "We use our hands to hold things.").

**Step 3:** Drawing External Body Parts

- Provide each learner with paper and crayons.

- Ask them to draw themselves and label the external body parts they have learned about.

**Step 4:** Sharing Drawings

- Invite learners to share their drawings with the class.

- As they present, encourage positive feedback from peers and reinforce the correct terminology for each part.

**Conclusion (5 minutes):**

- Summarize key points: review the names of external body parts and discuss why they are important for our daily activities.

- Conduct a brief interactive activity, such as a game where you call out a body part and learners point to it on themselves.

- Prepare learners for the next session by telling them that they will learn about taking care of their body parts in the following lesson.

**Extended Activities:**

- Encourage learners to create a collage of pictures from magazines that show activities involving different body parts (e.g., eating with the mouth, running with legs).

- Plan a "Body Parts Scavenger Hunt" where learners have to find objects or pictures in the classroom that represent each body part.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 2**

**Strand:** Myself

**Sub Strand:** External body parts

**Specific Learning Outcomes:**

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

1.Name the external body parts for self-awareness.

2.Draw external body parts.

3.Appreciate their external body parts.

**Key Inquiry Question(s):**

- What are the names of our external body parts such as the head, mouth, nose, hands, and legs?

- How do we draw our external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by recapping the previous lesson on body parts.

- Use a large illustration of a person to point out different external body parts (e.g., head, mouth, nose, hands, legs).

- Encourage learners to share what they remember about each body part, fostering discussion.

**Lesson Development (20 minutes):**

**Step 1:** Naming the Body Parts

- Read through the relevant section of the learning resources aloud, highlighting key body parts.

- Ask students to repeat the names of the body parts after you for reinforcement.

**Step 2:** Drawing the Body Parts

- Distribute paper and crayons or colored pencils.

- Guide the learners to draw a simple figure including as many external body parts as they can name.

- Walk around the classroom to assist and encourage creativity.

**Step 3:** Labeling the Body Parts

- After drawing, instruct students to label the body parts they have drawn (head, mouth, nose, hands, legs) using simple words.

- This handwriting practice supports recognition and appreciation of spelling.

**Step 4:** Sharing and Appreciation

- Invite a few learners to show their drawings to the class.

- Encourage positive feedback and discussions about what they like about their own and their peers’ body parts.

**Conclusion (5 minutes):**

- Summarize what was learned by quickly reviewing the names of the body parts and the importance of each.

- Conduct a brief interactive game where the class collectively names a body part and points to it on their own bodies.

- Preview the next session by telling the learners they will learn about the senses and how they connect to these body parts.

**Extended Activities:**

- Create a "Me" Collage: Students can cut out pictures from magazines and create a collage that represents their external body parts. This can help solidify their understanding of body parts in relation to themselves.

- Home Exploration: Encourage students to look for pictures of people in their homes and identify the external body parts they see, then present their findings during the next class.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 3**

**Strand:** Myself

**Sub Strand:** External body parts

**Specific Learning Outcomes:**

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

1.Identify external body parts

2. Model external body parts

3. Appreciate their external body parts

**Key Inquiry Question(s):**

- What are the external body parts?

- How can we use clay or plasticine to model these parts?

- Can we draw a hand as an example of external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome the learners and briefly review the previous lesson on body parts.

- Ask students if they can name some of their external body parts, encouraging their participation and reinforcing prior knowledge.

- Guide them to read a page or two from the learning resources that focus on identifying and understanding external body parts.

**Lesson Development (20 minutes):**

**Step 1:** Identify External Body Parts

- Engage students in a group discussion about different external body parts (e.g., hands, arms, legs, feet).

- Use visual aids or flashcards to help students recognize and name these body parts.

**Step 2:** Draw a Hand

- Provide students with paper and colored crayons.

- Instruct them to draw their own hand and label the different parts (e.g., fingers, palm, wrist).

- Allow students to share their drawings with a partner, promoting collaboration and communication.

**Step 3:** Model External Body Parts

- Introduce clay or plasticine to the class.

- Guide them in using the clay to mold their own hands, emphasizing the shapes and features.

- Walk around and provide individual support, ensuring each student understands how to model accurately.

**Step 4:** Share and Appreciate

- Once students have finished modeling, invite them to share their clay hands with the class.

- Encourage them to express what they appreciate about their own external body parts, promoting self-acceptance and body positivity.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson, reiterating the different external body parts identified and modeled.

- Conduct a quick interactive activity like a “body parts chant” or a game where students point to their body parts when called out (e.g., “Touch your elbow!”).

- Finish by previewing the next session on internal body parts and encourage students to think about what they will learn.

**Extended Activities:**

- Encourage students to create a "Body Parts Book" at home where they can draw and label different external body parts with the help of family members.

- Suggest a nature walk where students can observe and discuss how animals have different external body parts that help them survive in their environments.

**Teacher Self-Evaluation:**

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**WEEK 1: LESSON 4**

**Strand:** Myself

**Sub Strand:** External body parts

**Specific Learning Outcomes:**

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

1. Identify external body parts

2.Model external body parts

3.Appreciate their external body parts

**Key Inquiry Question(s):**

- How can we identify external body parts?

- How can we use clay or plasticine to model external body parts?

- How can we draw our hands as part of our understanding of external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Welcome learners and review the previous lesson about the body.

- Engage the learners by asking questions about the body parts they remember.

- Introduce the key concepts of the lesson: identifying, modeling, and appreciating body parts.

**Lesson Development (20 minutes):**

**Step 1:** Identifying External Body Parts

- Begin with a group discussion where learners can name different external body parts (e.g., eyes, ears, nose, hands).

- Facilitate a short show-and-tell where children point to and identify their own body parts.

**Step 2:** Using Clay to Model Body Parts

- Provide each student with clay or plasticine.

- Instruct them to mold a specific body part (e.g., a nose).

- Circulate and assist students, encouraging them to discuss their models with peers.

**Step 3:** Drawing External Body Parts

- Ask students to take out drawing materials and draw their hands.

- Encourage them to label their drawings with the parts of the hand (e.g., fingers, palm).

**Step 4:** Sharing and Appreciating Our Body Parts

- Have students share their drawings and clay models with the class.

- Facilitate a discussion about the importance of each body part.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: identifying, modeling, and appreciating body parts.

- Conduct a brief interactive activity—perhaps a quick game where they match pictures of body parts to their names.

- Preview the next session’s topic: looking at how these parts work together in our daily activities.

**Extended Activities:**

- Art Project: Have students create a collage of a body using magazine cutouts to represent different external body parts.

- Nature Walk: Take a short walk outside and have students identify external body parts on animals or plants, discussing their similarities and differences to human body parts.

- Story Time: Read a story or watch a short video that describes human anatomy in a fun, engaging way, prompting discussions afterward.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 1**

**Strand:** Myself

**Sub Strand:** External Body Parts

**Specific Learning Outcomes:**

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

1. Identify the uses of external body parts.

2.Paste cut-out pictures of external body parts.

3.Appreciate their external body parts.

**Key Inquiry Question(s):**

- What are the uses of external body parts?

- How can we identify and appreciate our body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Pictures of external body parts (hands, feet, eyes, ears, etc.)

- Glue sticks and construction paper

**Organisation of Learning:**

**Introduction (5 Minutes):**

- Greet the students and review the previous lesson about body parts.

- Engage the learners by asking a few questions like: “Who can tell me what body parts are?” and “Why are they important?”.

- Introduce the new topic and guide learners to read and discuss relevant content from the learning resources.

**Lesson Development (20 Minutes):**

**Step 1:** Discussion

- Initiate a discussion about the uses of hands. Prompt students with questions such as:

- "What can we do with our hands?"

- "Can you name some activities?"

- List the responses on the board (e.g., holding, writing, clapping).

**Step 2:** Visual Identification

- Show pictures of hands alongside other body parts (like feet, eyes, and ears).

- Ask students to identify and name each body part and discuss its function.

**Step 3:** Creative Activity

- Provide students with cut-out pictures of various external body parts, including hands.

- Instruct students to paste the pictures on construction paper and label them.

**Step 4:** Sharing and Appreciation

- Once the students have completed their projects, allow them to share their work with the class.

- Facilitate a discussion emphasizing the importance of appreciating their body parts.

**Conclusion (5 Minutes):**

- Summarize key points learned about external body parts and their uses.

- Conduct a brief interactive activity, such as a clapping game or a fun body part dance, to reinforce the topic.

- Preview the next session by asking: “What do you think we will learn about next time?”

**Extended Activities:**

- Home Observation Activity: Ask learners to observe and list five things they can do with their hands at home.

- Art Project: Encourage students to create a collage of handprints using washable paint, discussing the unique features of each of their hands.

- Story Time: Read a story that emphasizes the importance of various body parts and their functions and engage students in a discussion afterward.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 2**

**Strand:** MYSELF

**Sub Strand:** External Body Parts

**Specific Learning Outcomes:**

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

1. Identify the uses of external body parts.

2. Paste cut-out pictures of external body parts.

3. Appreciate their external body parts.

**Key Inquiry Questions:**

- What are the uses of external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Cut-out pictures of body parts (prepared in advance)

- Glue sticks and construction paper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the class and briefly review the previous lesson on body parts.

- Ask the students to share what they remember about body parts and their functions.

- Introduce the day’s focus on the uses of ears, giving a short overview of what they will be doing.

**Lesson Development (20 minutes):**

**Step 1:** Discussion about Ears

- Start a conversation by asking the students, “What do our ears do?”

- Guide them to discuss functions, such as hearing sounds and helping with balance.

- Write key points on the board, ensuring to relate back to personal experiences (like listening to music or nature).

**Step 2:** Visual Learning

- Show them various cut-out pictures of ears. Discuss different types (e.g., human ears, animal ears like that of a dog).

- Prompt students to identify and describe the different visual aspects of ears.

**Step 3:** Hands-On Activity

- Provide cut-out pictures of various body parts, including ears, and glue sticks.

- Instruct students to select a picture of their favorite body part and glue it onto construction paper.

- Have them write one function of that body part next to the picture.

**Step 4:** Sharing

- Allow students to share their pictures and the functions they wrote down with the class.

- Encourage applause and positive feedback among classmates.

**Conclusion (5 minutes):**

- Summarize the key points discussed: What ears do and how they help us.

- Conduct a quick interactive activity: Ask students to close their eyes and identify sounds they hear, emphasizing the importance of ears.

- Prepare learners for the next session by giving them a question to ponder: “How do our eyes help us?”

**Extended Activities:**

- Create a “Body Parts Book” where students draw and write about different external body parts over the course of several lessons.

- Organize a "Body Parts Show and Tell" where students bring in pictures or models of their favorite body parts and explain their uses to the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 3**

**Strand:** Myself

**Sub Strand:** External Body Parts

**Specific Learning Outcomes:**

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

1.Outline the importance of external body parts.

2.Watch video clips on external body parts.

3.Appreciate their external body parts.

**Key Inquiry Questions:**

- Why is it important to take care of our external body parts?

- How can I observe and appreciate my own external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson on body parts.

- Engage learners in a discussion about what they remember and find interesting.

- Highlight the importance of understanding our external body parts.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the Importance

- Explain why external body parts are essential for our daily activities, such as seeing, hearing, and touching.

- Engage students in a conversation: "What do you use your eyes, ears, and hands for?"

- Introduce visual aids (pictures of facial features, hands, and feet), if necessary.

**Step 2:** Observing Our Own Body Parts

- Guide students in observing their own external body parts.

- Encourage them to touch their nose, ears, and hands while discussing what each part does.

- Ask questions such as, "What can you feel with your fingers?” or “How do your ears help you?”

**Step 3:** Watch Video Clips

- Show brief, engaging video clips that highlight different external body parts and their functions.

- After viewing, pause to ask students about their favorite parts and what they learned from the clips.

**Step 4:** Appreciation Activity

- Lead a short appreciation activity where students share one thing they love about their external body parts.

- Encourage them to think about how these parts help in their daily lives (e.g., hands for drawing, eyes for watching cartoons).

**Conclusion (5 minutes):**

- Summarize the key points discussed, reinforcing the importance of each external body part.

- Conduct a quick interactive game where students point to a body part when it is mentioned, reinforcing their learning.

- Preview the next lesson: "Next time, we’ll learn how to take care of our body parts!"

**Extended Activities:**

- Create a "Body Part Appreciation" poster, where each student draws or pastes pictures of their favorite external body parts and writes one sentence about why they appreciate them.

- Organize a “Show & Tell” where students can bring an item representing one of their external body parts (like a favorite pair of glasses or a drawing of their hands) and explain its significance to the class.

**Teacher Self-Evaluation:**

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**WEEK 2: LESSON 4**

**Strand:** Myself

**Sub Strand:** External Body Parts

**Specific Learning Outcomes:**

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

1.Outline the importance of external body parts

2. Watch video clips on external body parts

3.Appreciate their external body parts

**Key Inquiry Question(s):**

- Why is it important to take care of your external body parts?

- How can we observe and appreciate our own external body parts?

- What do we learn from watching videos about our external body parts?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips on external body parts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about internal body parts and what they do for our body.

- Ask students questions to recap and reinforce learning (e.g., “Can anyone tell me what some internal body parts are?”).

- Introduce the new topic by explaining that today we will learn about parts we can see—our external body parts.

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Engage students in discussing what external body parts are.

- Use simplified terms and visuals: "Can you point to your eyes? What do we use them for?"

- Write down students' ideas on a chart for visual reference.

**Step 2:** Importance of External Body Parts

- Discuss why external body parts are important:

- Protection (e.g., skin protects organs)

- Functionality (e.g., hands for holding objects)

- Expression (e.g., facial expressions)

- Encourage students to share why they think each part is important.

**Step 3:** Video Observation

- Show short video clips on external body parts.

- Pause occasionally to discuss key points (e.g., structure and function), asking students questions about what they see.

**Step 4:** Appreciation Activity

- Ask students to draw or paint their favorite external body part (e.g., their hands or face) and decorate with words about how that part helps them.

- Encourage sharing their artwork with the class, fostering appreciation for each other’s unique features.

**Conclusion (5 minutes):**

- Summarize key points: the definition, importance, and appreciation of external body parts.

- Conduct a brief interactive activity: "I appreciate my..." where students share what they appreciate about their own external body parts.

- Preview the next lesson: “Next time, we will talk about keeping our external body parts healthy and safe!”

**Extended Activities:**

- Nature Walk: Take students on a short walk to observe and engage with nature, encouraging them to notice how their external body parts interact with the environment (e.g., feeling the wind on their skin, smelling flowers).

- Body Part Collage: Have students create a collage using pictures from magazines that represent different external body parts and discuss their functions.

- Story Time: Read a story that highlights the importance of taking care of body parts, followed by a discussion.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 1**

**Strand:** Myself

**Sub Strand:** Uses of Body Parts

**Specific Learning Outcomes:**

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

1.Identify body parts for familiarization.

2.Match body parts with their uses.

3.Appreciate one’s body parts for self-esteem.

**Key Inquiry Question(s):**

- How do we use body parts?

- What are the names of different body parts?

**Learning Resources:**

- Environmental Activities Curriculum Design (PP2)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on body parts and their names.

- Ask students to share what they remember about the body parts discussed before.

- Introduce the day’s learning objectives, emphasizing understanding the uses of body parts.

**Lesson Development (20 minutes):**

**Step 1:** Identify Body Parts

- Use visual aids (pictures, diagrams) to show different body parts (e.g., head, arms, legs).

- Engage students in a group discussion where they point to their own body parts as they learn the names.

- Sing songs that include actions corresponding to different body parts (e.g., "Head, Shoulders, Knees, and Toes").

**Step 2:** Matching Activities

- Provide a matching worksheet where students match body parts with their uses (e.g., hands = holding, feet = walking).

- Work with students in pairs to encourage collaboration, where one student helps the other complete the worksheets.

**Step 3:** Sharing Personal Experiences

- Encourage students to share how they use specific body parts in their daily lives (e.g., "I use my hands to draw," or "I use my legs to run").

- Acknowledge all contributions and create an inclusive environment emphasizing each child's unique experiences.

**Step 4:** Appreciation Activity

- Conduct a short appreciation activity where students share one thing they like about their body or a body part they are proud of.

- This can be framed as a "Body Part Appreciation Circle" where each student speaks or draws their favorite body part on the board to boost self-esteem.

**Conclusion (5 minutes):**

- Recap the body parts discussed and their uses.

- Highlight the importance of appreciating our bodies and what they can do.

- Engage students in a quick interactive game or song reinforcing the day's topics (e.g., a "Body Part Dance" where students dance when they hear their body part called).

- Preview the next session’s topic on body care or health to create curiosity.

**Extended Activities:**

- Body Art: Provide students with crayons and paper to draw themselves while labeling each body part. This can be displayed in the classroom.

- Movement Games: Organize a scavenger hunt where students have to find and identify objects that correspond with bodily actions (e.g., a toy ball for hands, a book for eyes).

- Story Time: Read a short story that involves different characters using their body parts in fun ways, followed by a discussion.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 2**

**Strand:** Myself

Sub Strand: Uses of Body Parts

**Specific Learning Outcomes:**

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

1.Identify body parts for familiarization.

2.Match body parts with their uses.

3.Appreciate one’s body parts for self-esteem.

**Key Inquiry Question(s):**

- What are the uses of the mouth?

- How can we identify and match body parts with their functions?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by briefly reviewing the previous lesson on body parts.

- Ask questions to assess prior knowledge (e.g., “What body parts do you remember?”).

- Guide learners to explore relevant content in the learning resources focusing on the uses of body parts, particularly the mouth.

**Lesson Development (20 minutes):**

**Step 1:**

- Identifying the Mouth

- Show images or a diagram of the mouth.

- Ask students to name different parts of the mouth (lips, teeth, tongue).

- Discuss each part's appearance and function.

**Step 2:**

- Matching Uses to the Mouth

- Introduce roles of the mouth: speaking, eating, tasting, smiling.

- Organize a matching activity where students draw lines between pictures of mouth parts and their uses.

**Step 3:**

- Body Movement Activity

- Lead a physical activity where students mimic activities that use the mouth (e.g., pretending to eat, speaking, or laughing).

- Discuss how these actions connect to the body parts involved.

**Step 4:**

- Self-Appreciation

- Engage students in a discussion about how their mouths help them in daily activities.

- Encourage them to share positive thoughts about their mouth and how it helps them express themselves.

**Conclusion (5 minutes):**

- Summarize the key points discussed, focusing on the mouth's identification and uses.

- Conduct a quick interactive game like "Simon Says" using mouth actions (e.g., say "ah," smile, pretend to eat).

- Preview the next session’s focus on another body part and ask, “What body part do you think we will learn about next?”

**Extended Activities:**

- Craft Activity: Ask students to create a collage of pictures showing different uses of various mouth parts (e.g., eating, laughing) from magazines.

- Storytime: Read a story that emphasizes communication; discuss how characters use their mouths to express feelings and thoughts.

- Role-Playing: Students can pair up and role-play situations where they use different functions of the mouth, such as ordering food or singing.

**Teacher Self-Evaluation:**

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**WEEK 3: LESSON 3**

**Strand:** Myself

**Sub Strand:** Uses of Body Parts

**Specific Learning Outcomes:**

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

1.Name body parts

2.Watch video clips on uses of body parts

3.Appreciate one’s body parts for self-esteem

**Key Inquiry Questions:**

- What body parts can we name?

- How do we use our hands?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips showcasing the uses of body parts

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of the previous lesson on body parts.

- Ask students to name different body parts they learned last time.

- Introduce the concept of how our body parts help us in our daily lives.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Body Parts

- Use a chart with pictures of body parts.

- Ask students to point and name each body part.

- Engaging the class, encourage them to describe what each part does (e.g., “Our hands help us hold things.”).

**Step 2:** Watching Video Clips

- Show a short video clip that highlights the various uses of body parts, especially focusing on hands.

- After the video, pause at key moments to discuss what they saw and ask guiding questions about the uses of hands in activities like eating, playing, and writing.

**Step 3:** Hands-On Activity

- Invite students to think of or demonstrate actions their hands can do, like clapping, waving, or drawing.

- As they demonstrate, ask them to say, “My hands can...” followed by the action they performed.

**Step 4:** Discussion on Appreciation

- Guide a discussion on appreciating our body parts. Ask questions like, “Why should we appreciate our hands?”

- Encourage responses that highlight how hands help us in everyday life and how each part of our body is special.

**Conclusion (5 minutes):**

- Summarize the key points discussed, reinforcing the names and functions of body parts.

- Conduct a quick interactive activity where each student shouts out one thing they love about their hands.

- Prepare students for the next session by telling them they will learn about another body part and its importance.

**Extended Activities:**

- Art Activity: Have students draw a picture of their favorite activity they do with their hands (such as playing, writing, or drawing) and label it.

- Story Time: Read a story that includes various actions people do with their body parts, prompting students to act them out as the story progresses.

- Hands-on Science: Organize a simple science experiment where students can explore what their hands can do, such as testing different textures.

**Teacher Self-Evaluation:-**

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**WEEK 3: LESSON 4**

**Strand:** Myself

**Sub Strand:** Uses of Body Parts

**Specific Learning Outcomes:**

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

1. Tell the uses of body parts.

2.Observe different pictures depicting people performing various actions and identify which body parts are in use.

3.Appreciate one’s body parts for self-esteem.

**Key Inquiry Question(s):**

- How do we use our eyes?

- What other body parts do we use and how?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- A selection of pictures depicting various actions (sports, arts, daily tasks, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson: Begin by asking students what they remember about body parts and their uses.

- Discussion: Encourage the learners to read from their resources about how we use different body parts, emphasizing the importance of each part in daily life.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Body Parts

- Activity: Show various pictures of people engaging in activities (e.g., jumping, painting, cooking).

- Engage students in identifying body parts being used in each picture (e.g., hands for painting, legs for jumping).

**Step 2:** Discussing Functions

- Discussion: Ask students why those body parts are necessary for each activity. For instance, "Why do we need our hands when painting?"

- Use prompts to encourage students to think about how different body parts assist in activities.

**Step 3:** Using Body Parts in Our Lives

- Group Activity: Divide students into small groups and assign them different activities (e.g., sports, arts and crafts, reading).

- Each group discusses and presents which body parts they will use for their assigned activity and why those parts are important.

**Step 4:** Self-Appreciation

- Reflection: Have students draw themselves doing an activity of their choice.

- Encourage them to label the body parts they are using and share how they feel about those parts (e.g., “I love my hands because they help me create art”).

**Conclusion (5 minutes):**

- Summarize key points: Review the uses of body parts discussed and how they are vital for various activities.

- Interactive Activity: Play a quick game of "Body Part Charades," where students act out an action, and classmates guess which body part is being used.

- Preview: Inform students what they will learn next time about the importance of taking care of our body parts.

**Extended Activities:**

- Body Parts Booklet: Encourage students to create a simple booklet where they can draw and describe different body parts and their uses.

- Nature Walk: Organize a short walk outside and ask students to use their senses (eyes, ears) to identify things they can see and hear, discussing which parts of their bodies they used for each sense.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 1**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1. Name the items used to clean the nose in and out of school.

2. Draw and color a handkerchief.

3. Develop a desire to clean the nose appropriately.

**Key Inquiry Questions:**

- What items do we use to clean our noses in and out of school?

- Can you draw and color a handkerchief?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the class by reviewing the previous lesson about personal hygiene.

- Encourage learners to share what they remember.

- Discuss the importance of keeping our noses clean and introduce today's focus on items used for this purpose.

**Lesson Development (20 minutes):**

**Step 1:** Identify Items for Cleaning the Nose

- Ask students to share what they think is used to clean noses.

- List their responses on the board (e.g., tissues, handkerchiefs).

- Discuss why each item is important.

**Step 2:** Differentiate Between Items

- Engage learners in a discussion about the differences between tissues and handkerchiefs.

- Explain how tissues are single-use, while handkerchiefs can be reused.

**Step 3:** Drawing Activity

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

- Instruct them to draw and color a handkerchief.

- Encourage creativity, allowing them to design their own pattern or color scheme.

**Step 4:** Group Sharing

- Have students share their drawings with the class.

- Ask them to explain what they drew and how the handkerchief can be used.

**Conclusion (5 minutes):**

- Summarize the main points about the items used to clean noses and the importance of using them correctly.

- Conduct a quick interactive quiz (e.g., "Raise your hand if you use a tissue or handkerchief!") to reinforce learning.

- Tease the next session by asking students to think about where they can find these items at home or in school.

**Extended Activities:**

- At Home Activity: Encourage students to help an adult in their home to find and collect different nose-cleaning items for a "Cleaning Nose Kit". They can present what they found in the next class.

- Craft Activity: Assist students in making a simple paper origami tissue box using colored paper. They can decorate it with stickers or drawings.

- Classroom Display: Create a "Hygiene Corner" where students can display their drawings and the items they collected.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 2**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1.Name the items used to clean the nose in and out of school.

2. Draw and color a handkerchief.

3. Develop a desire to clean the nose appropriately.

**Key Inquiry Question(s):**

- What items do we use to clean the nose in and out of school?

- How can we draw and color a handkerchief?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Pictures of handkerchiefs and tissues

- Art supplies (colored pencils, markers, paper)

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Ask students about their experiences with cleaning their noses. Prompt them to share any items they may use, guiding the discussion to reinforce key vocabulary.

**Lesson Development (20 minutes):**

**Step 1:** Identify Items Used

- Show pictures of items used to clean the nose (handkerchief, tissues, etc.).

- Encourage students to name these items, both in school and at home.

- Discuss when and why we should use these items.

**Step 2:** Demonstration

- Demonstrate the proper way to use a handkerchief or tissue (e.g., covering the nose when sneezing).

- Explain the importance of cleanliness and using these items to prevent the spread of germs.

**Step 3:** Drawing Activity

- Distribute paper and art supplies.

- Instruct students to draw a handkerchief and color it creatively. Encourage them to make their handkerchiefs unique, discussing colors and patterns.

**Step 4:** Sharing and Discussion

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

- Facilitate a discussion on why it's important to keep our noses clean and how using these items contributes to our health.

**Conclusion (5 minutes):**

- Summarize the lesson's key points: the items used for cleaning the nose and the importance of hygiene.

- Conduct a quick interactive activity, such as a song or rhyme about nose cleaning, to reinforce learning.

- Preview the next session by teasing a fun activity related to personal hygiene.

**Extended Activities:**

- Create a 'Hygiene Chart' where students can track their daily hygiene habits, including nose cleaning.

- Have learners design a poster promoting the importance of cleanliness and using the right items for nose care.

- Organize a role-play activity where students practice how they would use a handkerchief in different scenarios (e.g., at a school function, during lunch, etc.).

**Teacher Self – Evaluation:**

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**WEEK 4: LESSON 3**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1. Identify why we should cover the nose while sneezing.

2. Watch video clips on cleaning the nose.

3. Develop a desire to clean the nose appropriately.

**Key Inquiry Questions:**

- Why should we cover the nose while sneezing?

- What are the best ways to clean our nose?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by greeting the students and reviewing the previous lesson's key points about hygiene.

- Discuss the importance of cleanliness and introduce the topic of cleaning the nose. Emphasize why it is important to cover our nose while sneezing through discussion.

**Lesson Development (20 minutes):**

**Step 1:** Discussion about Sneezing

- Engage students in a discussion: Ask them what makes them sneeze.

- Guide them to understand common triggers like dust, pets, and pollen.

- Explain why sneezing can spread germs and how covering the nose can help minimize this.

**Step 2:** Video Clip

- Show a short, age-appropriate video clip demonstrating how to properly cover the nose while sneezing (e.g., using a tissue or elbow).

- After the video, ask students what they learned and why covering their nose is important.

**Step 3:** Demonstration Activity

- Invite students to practice covering their nose while sneezing using their elbow or a tissue.

- Discuss proper tissue disposal and handwashing after sneezing to reinforce hygiene practices.

**Step 4:** Reflection

- Ask students to share how they feel about the importance of cleaning their nose after sneezing and covering it while doing so.

- Encourage them to express any new ideas or practices they might adopt based on what they learned.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson: the reasons for covering the nose, the proper technique, and the importance of cleanliness.

- Conduct a quick interactive activity, such as a "sneeze quiz" where students are asked true or false questions about sneezing and hygiene.

- Briefly preview the next session's focus on other hygiene practices, such as washing hands.

**Extended Activities:**

- Craft Activity: Have students create a "Sneezing Safety Poster" using drawings and simple texts about how to sneeze properly.

- Home Connection: Encourage students to discuss the importance of sneezing etiquette with their families and share what they've learned.

**Teacher Self-Evaluation:**

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**WEEK 4: LESSON 4**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1.Identify why we should cover the nose while sneezing

2.Watch video clips on cleaning the nose

3. Develop a desire to clean the nose appropriately

**Key Inquiry Question(s):**

- Why should we cover the nose while sneezing?

- How can we properly clean our nose?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips on proper nose cleaning techniques

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing the previous lesson on personal hygiene.

- Ask the learners questions to gauge their prior knowledge about sneezing and nose cleaning.

- Introduce the key inquiry questions, and engage students in a short discussion about the importance of covering the nose when sneezing.

**Lesson Development (20 minutes):**

**Step 1:** Understanding Sneezing

- Discuss the concept of sneezing and what happens when we sneeze.

- Engage students in a discussion on how sneezing spreads germs. Use simple language and examples that they can relate to.

**Step 2:** The Importance of Covering the Nose

- Show a short video clip demonstrating how and why we should cover our nose while sneezing (e.g., using a tissue or elbow).

- After the video, facilitate a discussion on what they observed and why covering the nose is important for staying healthy and protecting others.

**Step 3:** Demonstration of Nose Cleaning

- Demonstrate the proper way to clean the nose (using tissues or handkerchiefs).

- Encourage students to mimic the action, ensuring they understand the technique.

**Step 4:** Reflection and Discussion

- Facilitate a brief reflection period where students can share their thoughts on what they learned.

- Ask students why it’s essential to clean their noses and how it relates to keeping safe and healthy in their environment.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson about sneezing and nose cleaning.

- Reinforce the goal of protecting themselves and others by covering their nose and cleaning it properly.

- Conduct a quick interactive activity, such as a "sneeze and clean" role-play game to reinforce the topic.

- Preview upcoming topics, such as hand hygiene and further discussions around health and cleanliness.

**Extended Activities:**

- Create a "sneeze safety" poster at home that illustrates how to cover the nose and clean it correctly, which they can bring back to class to share.

- Encourage students to write a short story or draw a picture about a time they or someone they know practiced good hygiene while sneezing.

- Organize a hygiene-themed show-and-tell where students can share their favorite hygiene practices or tools (like tissues, hand sanitizers, etc.).

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 1**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1.Identify the importance of cleaning the nose.

2.Improvise a handkerchief.

3. Acknowledge the need to clean the nose appropriately.

**Key Inquiry Questions:**

- Why is it important to clean the nose?

- How can we improvise a handkerchief?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson, asking students to share what they remember about keeping themselves clean.

- Introduce the topic of nose cleaning, allowing students to explore their thoughts on the importance of this practice and how it can be done.

**Lesson Development (20 minutes):**

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

- Discuss with the class why cleaning the nose is important for hygiene and health.

- Use visual aids or drawings to illustrate how dirty noses can affect our health, like causing colds or allergies.

- Ask students to share their experiences related to cleaning their noses and how it makes them feel better.

**Step 2:** How to Clean the Nose

- Guide students through proper techniques for cleaning the nose, emphasizing gentle methods.

- Use pretend play for students to practice the motions of cleaning their noses using tissue or cloth as a substitute for a handkerchief.

**Step 3:** Improvising a Handkerchief

- Discuss the concept of improvising a handkerchief when one is not available.

- Brainstorm alternatives as a class such as using a clean piece of cloth or tissue.

- Encourage students to suggest creative ideas, and they can draw or act out their ideas.

**Step 4:** Rules for Nose Cleaning

- Create a simple list of “Do's and Don'ts” for nose cleaning together, ensuring students understand how to do it in a hygienic way.

- Reinforce the idea that it’s normal and healthy to keep our noses clean.

**Conclusion (5 minutes):**

- Summarize the key points discussed in class regarding the importance of cleaning the nose, what methods can be used, and improvisation of a handkerchief.

- Conduct a brief interactive activity, such as a "Nose Cleaning Dance," where students mimic the cleaning action while discussing the Do's and Don'ts.

- Engage students by previewing that the next lesson will focus on another aspect of personal hygiene, encouraging them to think about other areas of cleanliness.

**Extended Activities:**

- Design a Hygiene Poster: Students create a poster showing proper nose cleaning techniques and the importance of hygiene in their daily lives.

- Role-Playing Scenarios: Set up role-play activities where students act out situations of needing to clean their noses and improvisations used.

- Nose Trivia Quiz: Create a simple quiz with fun facts about nose cleaning and hygiene for students to take home and discuss with family.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 2**

**Strand:** Myself

**Sub Strand:** Cleaning Nose

**Specific Learning Outcomes:**

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

1.Identify the importance of cleaning the nose

2. Improvise a handkerchief

3.Acknowledge the need to clean the nose appropriately

**Key Inquiry Question(s):**

- What is the importance of cleaning the nose?

- What materials can we collect to improvise a handkerchief? (e.g., piece of cloth, needle, scissors, thread)

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a quick recap of the previous lesson, discussing what was learned regarding personal hygiene.

- Introduce the new topic of cleaning the nose by asking students why they think it's important.

- Guide learners to read and discuss the relevant content from the learning resources, focusing on the key concepts related to nose hygiene.

**Lesson Development (20 minutes):**

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

- Discuss with the students why cleaning the nose is essential. Ask questions like:

- Why do we need to keep our nose clean?

- What happens if we don't clean our nose?

- Engage students in a short role-play where they can act out scenarios (e.g., a person sneezing and needing to clean their nose).

**Step 2:** Materials for Improvise a Handkerchief

- Initiate a brainstorming session to list materials they could use to make a handkerchief.

- Provide examples of materials like old cloth, wipes, or any suitable fabric.

- Show them a sample of how to fold a handkerchief and discuss how to use it when sneezing or wiping the nose.

**Step 3:** Demonstration of Using Materials

- Distribute materials (e.g., fabric scraps, scissors, needle, thread) and demonstrate how to cut and improvise a simple handkerchief.

- Encourage students to share their thoughts on the materials they've chosen and why they're suitable.

**Step 4:** Group Activity

- Allow students to pair up and work together to create their own improvised handkerchief.

- Move around to assist and engage students in their projects, ensuring they follow safety guidelines while using scissors and needles.

**Conclusion (5 minutes):**

- Summarize the importance of cleaning the nose and how to create a handkerchief. Highlight students' contributions during the lesson.

- Conduct a brief interactive quiz where students can raise their hands to answer true or false questions about nose cleaning and handkerchief usage.

- Preview the next lesson by giving a hint or asking questions they should think about—like what they should do if they don't have a handkerchief.

**Extended Activities:**

- Hygiene Poster Project: Have students create a hygiene poster that illustrates different ways to keep clean, focusing specifically on the nose.

- Hygiene Kit Craft: Encourage students to gather items at home and put together a personal hygiene kit that includes an improvised handkerchief and other hygiene items.

- Classroom Hygiene Challenge: Start a week-long classroom challenge to track how often everyone remembers to clean their noses with their improvised handkerchiefs.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 3**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1. Name clothes worn in and out of school

2.Colour drawn pictures of clothes

3.Value one’s clothes for self-esteem

**Key Inquiry Question(s):**

- What clothes do we wear in and out of school?

- How can we express our clothes through art?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Pictures of different types of clothing

- Colouring materials (crayons, markers, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing the previous lesson on personal identity.

- Engage learners in a discussion about different types of clothing they saw or wore since the last session. Use prompts to facilitate the conversation and guide them to name various clothes.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Clothes

- Show pictures of various clothing items (e.g., shirts, pants, shoes, dresses, uniforms).

- Ask students to identify and name each clothing item.

- Encourage them to share if they wear these clothes in or out of school.

**Step 2:** Drawing Clothes

- Provide learners with paper and colouring materials.

- Instruct students to draw a picture of their favorite clothing item they wear to school.

- As they draw, circulate the room to provide encouragement and support.

**Step 3:** Colouring Activity

- After drawing, students will colour their pictures.

- Discuss the importance of vibrant colours in expressing their personality and style.

- Remind them to think about how these clothes make them feel and contribute to their self-esteem.

**Step 4:** Sharing Time

- Invite students to share their drawings with the class.

- Prompt them to describe the clothing item they chose, where they wear it, and how it makes them feel.

- Encourage positive feedback from peers to foster a supportive classroom environment.

**Conclusion (5 minutes):**

- Summarize the lesson by highlighting the different types of clothes they learned about, the importance of their clothing choices, and how drawing helps express their identity.

- Conduct a brief interactive activity: Ask, "What's one thing you love about your clothes?" and invite a few students to share.

- Preview the next session's topic: “How do we dress for different weather conditions?” and encourage learners to think about what they wear when it's hot, cold, rainy, or sunny.

**Extended Activities:**

- Fashion Show: Organize a mini fashion show where students can dress up in clothes that represent their culture or favorite outfits. They can explain their choice briefly to the class.

- Clothing Collage: Have students collect pictures from magazines or draw cutouts of their favorite clothing to create a collage, showcasing their style and preferences.

- Clothing Storybook: Prompt students to create a small storybook featuring their drawings, where each page showcases a different outfit and explains why it’s special to them.

**Teacher Self-Evaluation:**

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**WEEK 5: LESSON 4**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1.Name clothes worn in and out of school.

2.Color drawn pictures of clothes.

3. Value one’s clothes for self-esteem.

**Key Inquiry Question(s):**

- What clothes do you wear in and out of school?

- Can you draw and color pictures of your clothes?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the last lesson about clothes and their importance.

- Engage students in a brief discussion about different types of clothes and what they like to wear, guiding them to refer to relevant content from their learning resources.

**Lesson Development (20 minutes):**

**Step 1:** Discuss the concept of clothing.

- Introduce vocabulary related to different types of clothes (e.g., shirts, pants, dresses).

- Ask students to share what they wore to school today.

**Step 2:** Identifying clothes worn in and out of school.

- Create two sections on the board labeled "In School" and "Out of School."

- Invite students to name clothes they wear for both occasions, writing their responses under the correct heading.

**Step 3:** Drawing and coloring clothing.

- Provide students with paper and coloring materials.

- Instruct them to draw a picture of an outfit they like to wear either in school or out of school and to color it.

**Step 4:** Discuss the importance of clothes for self-esteem.

- Facilitate a conversation about why clothes can make us feel good about ourselves.

- Encourage students to think about their favorite clothes and what makes them special.

**Conclusion (5 minutes):**

- Summarize the key points discussed: types of clothes, occasions for wearing them, and their importance for self-esteem.

- Conduct a quick interactive activity, such as a “Clothes Show and Tell,” where students share their drawings with the class.

- Give a preview of the next session by mentioning that they will learn about how to care for their clothes.

**Extended Activities:**

- Home Connection: Ask students to help out at home by sorting clothes into two piles—“In School” and “Out of School” clothes—and share their findings in the next lesson.

- Art Integration: Have students create a collage of their favorite clothing items from magazines or newspapers and present it in class, explaining why each piece is special to them.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 1**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1. Identify clothes worn in different weather conditions.

2.Colour drawn pictures of clothes worn in different weather conditions.

3. Value one’s clothes for self-esteem.

**Key Inquiry Questions:**

- What clothes do we wear in different weather conditions?

- How do these clothes make us feel?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Picture cards of weather conditions and appropriate clothing

- Drawing materials (crayons, colored pencils, paper)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Briefly review the previous lesson about weather changes.

- Engage students in a discussion about their favorite clothes and why they like them, linking it to self-esteem.

**Lesson Development (20 minutes):**

**Step 1:** Warm Up Discussion

- Ask students what they wear when it's hot outside. Encourage responses.

- Use picture cards to help visualize different clothing types (e.g., shorts, T-shirts, hats).

**Step 2:** Categorizing Clothes

- Group students into small pairs and provide them with picture cards of various weather scenarios (sunny, rainy, cold, windy).

- Have them categorize clothing according to the weather condition depicted on the cards.

**Step 3:** Creating Weather Outfits

- Each student receives a blank piece of paper.

- Instruct them to draw a picture of themselves wearing their favorite outfit for a specific weather condition (e.g., sunny day).

- Encourage them to color the clothing using crayons or colored pencils.

**Step 4:** Sharing and Reflection

- Allow students to share their drawings with the class.

- Discuss how each outfit makes them feel and why wearing it is important to them. Emphasize self-esteem and personal comfort.

**Conclusion (5 minutes):**

- Summarize key points about weather conditions and appropriate clothing.

- Reinforce the idea of valuing one’s clothes.

- Conduct a fun interactive activity, such as a "clothing fashion show" where students walk forward in their space to show off their drawings.

- Preview the next session: "What do we wear in cold weather?"

**Extended Activities:**

- Encourage students to create a home project where they make a weather diary for one week, drawing what they wore each day based on weather conditions.

- Arrange a "Dress for the Weather" day where students come dressed for different weather conditions, promoting conversation and sharing stories about their outfits.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 2**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1.Identify clothes worn in different weather conditions.

2. Colour drawn pictures of clothes worn in different weather conditions.

3.Value one’s clothes for self-esteem.

**Key Inquiry Questions:**

- What clothes do we wear in different weather conditions?

**Learning Resources:**

- Environmental Activities curriculum design PP 2

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Ask students questions like, "What types of weather do we experience?" and "What clothes do we wear for hot or cold weather?"

- Read and discuss relevant content from the learning resources, reinforcing the connection between weather conditions and clothing choices.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Weather Types

- Introduce different weather types: sunny, rainy, snowy, and windy.

- Show pictures or images depicting each weather type.

- Encourage learners to share what types of clothes they think are appropriate for each weather condition.

**Step 2:** Clothing Identification

- Provide a selection of images or real-life examples of clothing items (such as coats, sweaters, shorts, raincoats).

- Ask students to match the clothing items with the appropriate weather type. For example, a coat for cold weather and sandals for hot weather.

**Step 3:** Drawing Activity

- Hand out paper and colored pencils.

- Instruct students to draw a picture of themselves wearing clothes suitable for their favorite weather condition.

- Encourage creativity by allowing them to use their imagination!

**Step 4:** Sharing and Valuing Clothes

- Have students share their drawings with the class.

- Discuss how wearing certain clothes makes them feel, emphasizing the point that everyone’s clothing choices are unique and special.

- Highlight the importance of valuing what they wear for self-esteem.

**Conclusion (5 minutes):**

- Recap the key points covered in the lesson, stressing the connection between clothing and weather.

- Conduct a quick interactive game, such as a “clothing relay” where they call out what they would wear for different weather conditions.

- Prepare learners for the next session by introducing the next topic: “How do our clothes help us in different environments?”

**Extended Activities:**

- Dress-Up Box: Create a dress-up corner with various clothing items representing different weather. Students can play role-play scenarios about dressing for the weather.

- Weather Wheel: Have students create a “Weather Wheel” showing different types of weather and clothing options. They can decorate it and present it to the class.

- Self-Esteem Reflection: Encourage students to create a short story or drawing about their favorite piece of clothing and what it means to them.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 3**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1. Draw clothes worn in different weather conditions

2. Practice putting on clothes appropriately

3. Value one’s clothes for self-esteem

**Key Inquiry Questions:**

- How do we dress for different weather conditions?

- Why is it important to wear clothes that suit the weather?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Drawing materials (paper, colored pencils)

- A selection of clothing items (hats, shirts, jackets, etc.)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking students what they remember about dressing for different occasions.

- Guide learners to read and discuss relevant content from the learning resources, focusing on the importance of dressing appropriately and how it relates to self-esteem.

**Lesson Development (20 minutes):**

**Step 1:** Discussion on Weather Conditions

- Introduce different weather conditions (sunny, rainy, cold) and ask students what types of clothes they would wear for each.

- Show pictures or examples of clothing for each weather condition to facilitate understanding.

**Step 2:** Drawing Activity

- Ask students to draw themselves wearing appropriate clothes for each weather condition discussed.

- Encourage creativity by allowing them to add colors and details to their drawings.

**Step 3:** Dressing Practice

- Use a dressing game where students practice putting on different clothing items that represent various weather conditions.

- Allow them to pair up and help each other dress appropriately for a specific weather scenario.

**Step 4:** Reflection on Self-Esteem

- Discuss as a class how wearing clothes that make us feel good can boost our self-esteem.

- Invite students to share examples of their favorite clothes and how those clothes make them feel.

**Conclusion (5 minutes):**

- Summarize key points, emphasizing the importance of dressing according to the weather and how it affects self-esteem.

- Conduct a brief interactive activity, such as "What Will You Wear?", where students respond with clothing choices for different weather scenarios.

- Prepare learners for the next session by asking them to think of a favorite outfit to share in the upcoming lesson.

**Extended Activities:**

- Create a weather chart where students can add drawings of clothes for each type of weather over the week.

- Organize a "Dress Up Day" where students come to school wearing clothes that represent different weather conditions and explain their choices to the class.

- Encourage students to create a clothing collage using magazine cutouts to illustrate different outfits for various weather situations.

**Teacher Self-Evaluation:**

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**WEEK 6: LESSON 4**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1.Draw clothes worn in different weather conditions

2.Practice putting on clothes appropriately

3.Value one’s clothes for self-esteem

**Key Inquiry Questions:**

- What clothes do we wear in different weather conditions?

- How do we put on our clothes appropriately?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about weather and seasons.

- Ask open-ended questions: "What kind of clothes do we wear when it's hot? What about when it's cold?"

- Encourage learners to look at the pictures in the learning resources and discuss the importance of dressing for the weather.

**Lesson Development (20 minutes):**

**Step 1:** Identifying Weather Conditions

- Present different weather scenarios (sunny, rainy, snowy, windy).

- Ask students to shout out what clothes they think are appropriate for each weather condition.

- Write their responses on a board.

**Step 2:** Drawing Clothes

- Provide each student with paper and crayons.

- Instruct them to draw their favorite outfit for each weather condition.

- Move around the class to assist and encourage creativity.

**Step 3:** Role-Play Dressing Up

- Gather students in a space where they can act out dressing up.

- Use props to demonstrate different clothing items (e.g., hats, scarves, raincoats).

- Allow volunteers to demonstrate putting on clothes appropriately while explaining what they are wearing.

**Step 4:** Discussing Self-Esteem

- Lead a discussion on how wearing clothes we like makes us feel good about ourselves.

- Encourage learners to share how their favorite clothes make them feel and why they are special to them.

**Conclusion (5 minutes):**

- Summarize the key points: types of clothes for different weathers, the importance of putting them on correctly, and valuing our clothes for self-esteem.

- Conduct a brief interactive "clothing charades" game where students act out putting on different clothes for various weather conditions.

- Preview the next session: "Next time, we will learn about how to care for our clothes and why it's important!"

**Extended Activities:**

- Create a "Weather Clothes Journal" where students can illustrate and write short descriptions of outfits for each type of weather over the next week.

- Organize a "Dressing Up Day" where students wear outfits representing different weather scenarios and discuss them in class.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 1**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1. Explain how to put on shoes properly.

2. Practice putting on shoes, socks, and tying shoelaces.

3. Value one’s shoes for self-esteem.

**Key Inquiry Questions:**

- How do we put on shoes properly?

- What are the steps to practice putting on shoes, socks, and tying shoelaces?

**Learning Resources:**

- Environmental Activities curriculum design PP2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a fun and engaging recap of the previous lesson, allowing students to share what they remember.

- Present an engaging visual or story related to dressing, specifically focusing on shoes.

- Encourage students to discuss why shoes are important and how they feel wearing their shoes.

**Lesson Development (20 minutes):**

**Step 1:** Understanding the Importance of Shoes

- Discuss why we wear shoes: protection, comfort, and style.

- Engage students by asking them to share their favorite pair of shoes and why they like them.

**Step 2:** Demonstrating How to Put on Socks

- Show students how to put on socks correctly.

- Highlight the key points: making sure the heel is at the back and the sock is pulled up properly.

- Invite students to practice putting on their own socks.

**Step 3:** Practicing How to Put on Shoes

- Demonstrate how to properly put on shoes: ensuring the foot slides in comfortably and checking the fit.

- Allow students to practice putting on their shoes, providing assistance as needed.

**Step 4:** Learning to Tie Shoe Laces

- Demonstrate how to tie shoelaces using a simple rhyme or chant to help them remember the steps.

- Encourage students to practice tying their shoelaces, either with their own shoes or using a class demo shoe.

**Conclusion (5 minutes):**

- Summarize the key points of the lesson: the importance of shoes, how to put them on, and how to tie shoelaces.

- Conduct a fun interactive activity: have a "shoe relay race" where students practice putting on and tying shoes against each other in teams.

- Preview the next session's topics related to clothing choices and why we dress for different occasions.

**Extended Activities:**

- Shoe Art: Have students draw a picture of their favorite pair of shoes and write a few sentences about them, focusing on what makes those shoes special.

- Shoe Fashion Show: Organize a mini fashion show where students can showcase their shoes and explain to the class why they chose them.

- Shoe Care Tip Sheet: Create a simple guide for students to take home, listing ways to care for their shoes to keep them looking nice.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 2**

**Strand:** Myself

**Sub Strand:** Dressing

**Specific Learning Outcomes:**

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

1.Explain how we put on shoes properly.

2.Practice putting on shoes, socks, and tying shoelaces.

3.Value one’s shoes for self-esteem.

**Key Inquiry Question(s):**

- How do we put on shoes properly?

- Why is it important to wear shoes?

**Learning Resources:**

- Environmental Activities curriculum design PP2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson on personal hygiene and body awareness.

- Engage learners by asking questions related to their own shoes, such as their favorite pair or why they like them.

- Introduce the day's key concepts using visual aids (pictures of shoes, socks, and shoelaces).

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Ask the students, "What do we wear on our feet?"

- Discuss the different types of shoes (sneakers, sandals, boots) and their purposes (playing, walking, protecting feet).

- Explain why wearing shoes is important for safety and comfort.

**Step 2:** Demonstration

- Teacher demonstrates how to put on socks and shoes correctly.

- Show how to tie shoelaces using a simple method (e.g., the bunny ears technique).

- Highlight proper shoe care and how to keep shoes clean and tidy.

**Step 3:** Guided Practice

- Allow students to practice putting on socks and shoes at their desks.

- Pair students together to assist each other in tying shoelaces, promoting teamwork and communication.

**Step 4:** Reflection

- Ask students to reflect on how putting on shoes correctly makes them feel.

- Discuss the importance of valuing their shoes and what it says about them (self-esteem).

**Conclusion (5 minutes):**

- Summarize the key points: the importance of wearing shoes, how to wear them properly, and care for them.

- Conduct a brief interactive activity such as “Shoe Relay,” where students take turns putting on and taking off shoes.

- Preview the next lesson on personal safety and the role shoes play in protecting us.

**Extended Activities:**

- Create a "Shoe Art" project where students can decorate a paper cut-out of their favorite shoes and share why it’s special to them.

- Organize a “Shoe Parade” where students can show off their favorite pairs and explain why they like them.

- Encourage students to create a simple book about their shoes and what they do in them, including drawings or pictures.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 3**

**Strand:** Our Family

**Sub Strand:** Food Eaten

**Specific Learning Outcomes:**

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

1.Name types of food eaten by family members

2.Colour drawn pictures of different types of food eaten by family members

3. Appreciate different types of food eaten by family members

**Key Inquiry Question(s):**

- What types of food do you eat in your family?

- How can we represent food using pictures?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on families and what they do together. Engage students in a brief discussion to activate prior knowledge.

- Introduce the topic of food and its importance in family life. Prompt learners to think about what kinds of food they enjoy with their families.

**Lesson Development (20 minutes):**

**Step 1:** Group Discussion

- Ask students to name different types of food they eat at home (e.g., fruits, vegetables, rice, meat). Write these on the board to create a chart.

- Encourage sharing of unique dishes from their families and discussing any cultural or traditional significance.

**Step 2:** Drawing Exercise

- Provide students with blank paper and crayons. Instruct them to draw at least three different foods that they and their family enjoy eating.

- As they work, walk around to offer encouragement and ask questions to deepen their engagement (e.g., "What is your favorite food and why?").

**Step 3:** Colouring Activity

- Once the drawings are complete, ask the students to color in their drawn foods. Encourage creativity and exploration of colors.

- Remind them to use colors that represent the actual foods they eat (e.g., red for apples, green for broccoli).

**Step 4:** Sharing Artwork

- Have students share their drawings with a partner or with the whole class.

- Encourage them to explain which foods they drew and why those foods are special to them.

**Conclusion (5 minutes):**

- Summarize key points: the diversity of food in families and its importance in bringing people together.

- Conduct a brief interactive quiz where students must recall one food from their family and one food from their classmates.

- Preview the next lesson on the different ways we prepare and enjoy food in our families, encouraging students to think about cooking practices at home.

**Extended Activities:**

- Family Food Diary: Ask students to create a simple diary for a week, documenting what their family eats each day. They can draw pictures or use stickers to represent each meal.

- Cultural Day Celebration: Plan a day where students can bring in a sample of their favorite family dish (with parental permission) to share and discuss its story or significance.

- Food Collage: Create a collage as a class using magazine cut-outs of different foods. Discuss how the food choices differ among cultures represented in the classroom.

**Teacher Self-Evaluation:**

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**WEEK 7: LESSON 4**

**Strand:** Our Family

**Sub Strand:** Food Eaten

**Specific Learning Outcomes:**

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

1. Name types of food eaten by family members.

2.Colour drawn pictures of different types of food eaten by family members.

3.Appreciate different types of food eaten by family members.

**Key Inquiry Questions:**

- What types of food do we eat in our families?

- How can we express our understanding of these foods through art?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Pictures of various foods (printed or digital)

- Coloring materials (crayons, markers, colored pencils)

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about different types of food and their importance.

- Invite students to share one food item they ate recently, discussing its color and taste.

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

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Family Foods

- Discuss the different food groups (fruits, vegetables, grains, proteins, dairy).

- Ask students to share their favorite foods and categorize them into the food groups.

**Step 2:** Exploring Drawings

- Show pictures of various foods and ask students to identify them.

- Distribute coloring sheets with empty outlines of different foods and encourage them to identify and color those foods based on what they eat in their families.

**Step 3:** Sharing and Discussion

- Have students share their colored pictures with a partner or in small groups.

- Discuss why these foods are important for their family’s health and culture.

**Step 4:** Appreciation of Diversity

- Create a group chart of all the foods mentioned by students.

- Discuss how different families may eat different foods and the importance of appreciating those differences.

**Conclusion (5 minutes):**

- Summarize key points learned about family foods, including variety, preferences, and cultural significance.

- Conduct a brief interactive activity such as a food group song or a quick game identifying foods.

- Prepare learners for the next session by asking them to think about the roles different foods play in their family meals.

**Extended Activities:**

- Home Food Diary: Students can take home a simple food diary to record what their family eats for one week. They can then share their findings in class.

- Cooking Activity: Plan a simple cooking or tasting session where students can bring a small dish from home that represents their family's culture.

- Cultural Food Presentation: Encourage students to research a food from a different culture and bring in pictures or drawings to present to the class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 1**

**Strand:** Our Family

**Sub Strand:** Food eaten

**Specific Learning Outcomes:**

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

1.Identify different types of food for healthy living.

2.Observe table manners when eating food for good etiquette.

3. Appreciate different types of food eaten by family members.

**Key Inquiry Question(s):**

- What are different types of food for healthy living?

- How do we use good table manners when we eat?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review Previous Lesson: Begin by asking students to recall foods discussed in the past class. Use visual aids (pictures of fruits, vegetables, etc.) to prompt responses.

- Discussion: Lead students in a brief discussion using the key inquiry questions. Encourage them to share their own experiences with food and table manners.

**Lesson Development (20 minutes):**

**Step 1:** Types of Food for Healthy Living

- Introduce various food groups (fruits, vegetables, grains, proteins) with visuals and samples if possible.

- Engage students through a sorting activity where they categorize foods into healthy/unhealthy.

**Step 2:** Learning Table Manners

- Introduce basic table manners: using utensils, chewing with mouths closed, saying "please" and "thank you."

- Role-play activity: Have students practice proper table manners using toy food and utensils in a mock dining setting.

**Step 3:** Appreciating Family Meals

- Discuss the importance of family meals and the different types of food families might enjoy.

- Invite students to share their favorite family meals and the foods included.

**Step 4:** Food and Culture

- Briefly explore how different cultures enjoy various types of food. Show pictures of traditional meals from different cultures.

- Ask students to share if their family eats different foods from other cultures.

**Conclusion (5 minutes):**

- Summary: Recap key points on healthy foods and table manners.

- Interactive Activity: Conduct a quick quiz or a 'food charades' game where students act out different foods or manners learned.

- Preview Next Session: Introduce the next topic on food preparation or exploring where food comes from. Ask students to think about their favorite meal for next time.

**Extended Activities:**

- Food Diary: Encourage students to keep a food diary for a week, noting what they eat each day and identifying healthy choices.

- Cultural Food Day: Plan a class event where each student brings a dish representing their family's culture, discussing its significance.

- Table Setting Crafts: Have students create a colorful place setting collage that displays good table manners with labels.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 2**

**Strand:** Our Family

**Sub Strand:** Food eaten

**Specific Learning Outcomes:**

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

1. Identify different types of food for healthy living.

2. Observe table manners when eating food for good etiquette.

3.Appreciate different types of food eaten by family members.

**Key Inquiry Question(s):**

- What are some different types of food we eat for a healthy life?

- Why is it important to observe table manners when eating?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by revisiting the previous topic briefly. Ask students what they remember about healthy foods.

- Introduce the topic of food and table manners by showing pictures of various foods and asking students to identify them.

- Encourage a brief discussion on why some foods are considered healthy.

**Lesson Development (20 minutes):**

**Step 1:** Exploring Healthy Foods

- Present a variety of healthy foods (fruits, vegetables, grains, proteins) using pictures or real examples.

- Ask the students to share their favorite healthy foods and write them on the board.

**Step 2:** Discussing Table Manners

- Introduce the concept of table manners. Ask students what they think is good etiquette while eating.

- Discuss key points, such as chewing with closed mouths, saying “please” and “thank you,” and waiting for everyone to be served before starting to eat.

**Step 3:** Role Play

- Have students participate in a role-playing activity in pairs, where one acts as a server and the other as a guest at a table.

- Encourage them to practice the table manners discussed.

**Step 4:** Family Food Appreciation

- Invite students to share one special food their family eats and why it is important to them. Discuss how this food contributes to their health and well-being.

**Conclusion (5 minutes):**

- Summarize the key points covered: the importance of healthy foods, good table manners, and appreciating family food traditions.

- Reinforce learning with a quick quiz or game where students match food types to their health benefits.

- Briefly introduce the next lesson on the food chain or where our food comes from, asking students to think about any foods they may want to discuss next time.

**Extended Activities:**

- Assign a “Healthy Food Journal” where students can draw or write about a different healthy food they try at home each day for a week.

- Encourage students to create a family recipe book by collecting recipes from different family members, emphasizing the variety of foods eaten at home.

- Plan a "Healthy Food Day" where students can bring in their favorite healthy food to share with classmates, promoting community and discussion about diverse food.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 3**

**Strand:** Our Family

**Sub Strand:** Food eaten

**Specific Learning Outcomes:**

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

1. Picture read different types of food eaten by family members.

2.Match and pair pictures of fruits eaten by family members.

3.Appreciate different types of food eaten by family members.

**Key Inquiry Questions:**

- What fruits do family members eat?

- How can we match pictures of different fruits?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Pictures of different fruits

- Matching cards with fruit images

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson by asking learners to share what they learned about family and food.

- Guide learners to read a few pages from the learning resources about foods eaten by families. Use this time to highlight key concepts of different foods.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Fruits

- Show pictures of various fruits to the class.

- Ask students to name each fruit as they see it, encouraging participation.

- Discuss which fruits they think are eaten in their families.

**Step 2:** Matching Activity

- Distribute matching cards with pictures of fruits.

- In pairs, students will match the names of fruits to their pictures.

- Circulate around the class to assist pairs when needed.

**Step 3:** Group Discussion

- Gather students and ask them to share the fruits they matched.

- Discuss why different families prefer certain fruits. Encourage them to share their own family’s preferences.

**Step 4:** Appreciation Activity

- Have each student draw their favorite fruit and share it with the class.

- Prompt them to describe why they like that fruit and who in their family eats it.

**Conclusion (5 minutes):**

- Summarize the key points learned: types of fruits, matching fruits, and appreciation of family food preferences.

- Conduct a quick interactive game like "Fruit Freeze" where students freeze when they hear their favorite fruit named.

- Preview the next session by asking students to think about vegetables eaten by their family.

**Extended Activities:**

- Fruit Diary: Encourage students to keep a small diary for one week where they draw or write about different fruits they eat at home.

- Family Fruit Survey: Have students ask their family members about their favorite fruits and bring the results to share with the class in the next lesson.

- Cooking Class: If possible, arrange a simple fruit salad making session where students can use some of the fruits discussed in class.

**Teacher Self-Evaluation:**

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**WEEK 9: LESSON 4**

**Strand:** Our Family

**Sub Strand:** Food eaten

**Specific Learning Outcomes:**

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

1.Picture read different types of food eaten by family members.

2.Match and pair pictures of fruits eaten by family members.

3.Appreciate different types of food eaten by family members.

**Key Inquiry Question(s):**

- What different types of food do our family members eat?

- Why is it important to wash fruits before eating?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Picture cards of fruits and foods

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a brief review of the previous lesson about families and their food choices.

- Engage learners in a discussion about what they had for lunch or dinner recently and what types of fruits they know.

- Introduce the key concepts of the lesson: the importance of fruits in our diet and how different families enjoy various foods.

**Lesson Development (20 minutes):**

**Step 1:** Picture Reading

- Present picture cards showing different families and the foods they eat.

- Guide the class in "picture reading" where they describe what they see and identify different types of food, especially fruits, relating them to family diets.

**Step 2:** Match and Pair Activity

- Hand out sets of picture cards to each student.

- In pairs, learners will match pictures of fruits with corresponding pictures of family members eating them.

- Walk around to assist and encourage dialogue about the matched pairs.

**Step 3:** Discussion on Health Benefits

- Discuss as a class: What do fruits do for our health? Why is it important to eat fruits?

- Highlight key points such as vitamins, energy, and being healthy. Encourage students to share their favorite fruits and their benefits.

**Step 4:** Washing Fruits Before Eating

- Lead a demonstration on how to wash fruits properly before consumption.

- Discuss the importance of cleanliness and hygiene when handling food.

**Conclusion (5 minutes):**

- Summarize the main points discussed during the lesson: the types of food families eat, the importance of fruits, and washing fruits.

- Conduct a brief interactive activity, such as a fruit guessing game, to reinforce learning.

- Prepare learners for the next session by providing a teaser about fruits from different cultures or more about their nutritional benefits.

**Extended Activities:**

- Fruits from Around the World: Provide students with pictures of exotic fruits. Ask them to take one home, research its benefits, and present it in the next class.

- Fruit Tasting Day: Organize a fruit tasting day where students can bring in a favorite fruit to share with classmates.

- Family Recipe Book: Encourage learners to collect fruit recipes from family members to create a classroom book celebrating family food traditions.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 1**

**Strand:** Our Family

**Sub Strand:** Food eaten

**Specific Learning Outcomes:**

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

1.Watch video clips on table manners.

2.Role play eating food while observing table manners.

3.Appreciate different types of food eaten by family members.

**Key Inquiry Question(s):**

- What happens if we don’t observe table manners when eating?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips on table manners

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin by reviewing the previous lesson on the importance of family meals.

- Guide learners in reading and discussing relevant content from the learning resources, focusing on the significance of table manners and the different foods families enjoy.

**Lesson Development (30 minutes):**

**Step 1:** Video Clip Viewing

- Show a short video clip that demonstrates proper table manners during a meal.

- Ask students to observe and note different behaviors.

**Step 2:** Class Discussion

- Lead a discussion on the video. Ask students questions like:

- What did you see in the video?

- Why are table manners important?

- Can you name some foods that might be eaten at the table?

- Record students' observations on the board.

**Step 3:** Role Play

- Organize students into small groups to role-play a family meal.

- Each group will demonstrate proper table manners while pretending to eat different foods (they can mimic or use props).

- Allow each group to perform briefly.

**Step 4:** Reflection

- Gather the class and discuss what they learned from the role-play.

- Ask questions such as:

- How did it feel to use good table manners?

- What types of food did you enjoy pretending to eat?

**Conclusion (5 minutes):**

- Summarize the key points learned about table manners and food appreciation.

- Conduct a quick interactive activity such as a "Table Manners Quiz" where students stand up if they agree with statements about table manners.

- Prepare students for the next lesson by telling them they will learn about traditional foods from different cultures.

**Extended Activities:**

- Have students create a "Table Manners" poster at home, illustrating proper manners using pictures and words.

- Encourage them to bring in or describe a family dish that represents their culture or family tradition in the next class.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 2**

**Strand:** Our Family

**Sub Strand:** Importance of Eating Food

**Specific Learning Outcomes:**

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

1.Tell the importance of eating food for healthy living.

2. Watch video clips on the importance of eating food.

3.Appreciate the importance of eating food.

**Key Inquiry Questions:**

- What is the importance of eating food for healthy living?

- How can we learn more through video clips about the importance of food?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips on healthy eating

**Organisation of Learning:**

**Introduction (5 minutes):**

- Greet the learners and review the previous lesson about families and their roles.

- Introduce the topic of healthy living and its connection to eating food.

- Prompt learners to share any food they enjoy and how they think it keeps them healthy.

**Lesson Development (20 minutes):**

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

- Begin with a simple definition of healthy living.

- Discuss how eating food is a part of our everyday life.

- Ask learners to name different types of foods (fruits, vegetables, grains, protein) and their benefits.

**Step 2:** The Role of Food in Our Health

- Explain why each food group is important for our health (e.g., fruits help us stay strong).

- Use pictures or simple charts showing different food groups and their benefits.

- Encourage learners to talk about their favorite healthy foods.

**Step 3:** Watching Video Clips

- Show short and engaging video clips that explain the importance of eating a variety of foods for healthy living.

- After the video, ask questions like, “What did you learn?” and “Which food is your favorite?”

**Step 4:** Appreciating Food

- Facilitate a discussion about where our food comes from and why it's important to appreciate it.

- Encourage learners to express gratitude for the food they have.

**Conclusion (5 minutes):**

- Summarize the key points discussed: healthy living, the importance of various food groups, and appreciation of food.

- Conduct a brief interactive activity like a "Healthy Food Circle," where learners pass a ball and share one healthy food item they like.

- Preview the next session's topic: "What makes a balanced meal?" and encourage learners to think of meals they enjoy.

**Extended Activities:**

- Food Diary: Have learners keep a food diary for one day, drawing pictures of what they eat and writing or dictating a sentence about why it’s healthy.

- Healthy Eating Poster: Engage learners to create a poster showing their favorite healthy foods and their benefits, which can be displayed in the classroom.

- Field Trip Idea: Plan a visit to a local farmers market or grocery store to learn about fresh foods and talk to vendors about healthy eating.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 3**

**Strand:** Our Family

**Sub Strand:** Importance of Eating Food

**Specific Learning Outcomes:**

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

1.Tell the importance of eating food for a healthy living.

2.Watch video clips on the importance of eating food.

3.Appreciate the importance of eating food.

**Key Inquiry Question(s):**

- What is the importance of eating food for healthy living?

- How does food help our bodies?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Video clips about the importance of eating food

**Organisation of Learning:**

**Introduction (5 minutes):**

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

- Ask students to share one healthy food they ate recently and how they felt after eating it.

- Introduce the topic of the day: “Today, we will learn why eating food is important for our health!”

**Lesson Development (20 minutes):**

**Step 1:** Understanding Food Groups

- Introduce different food groups: fruits, vegetables, grains, proteins, and dairy.

- Show a chart of food groups and discuss examples of each.

- Ask students to name their favorite food from each group.

**Step 2:** Benefits of Eating Food

- Discuss how food helps us grow strong and healthy.

- Prompt students to answer: “What do you think happens if we don't eat healthy food?”

- Introduce key phrases such as “energy,” “growth,” and “protection” and explain their meanings in simple terms.

**Step 3:** Watch Video Clips

- Show a short video clip that illustrates how different foods benefit our bodies.

- After watching, ask students to share one thing they learned from the video.

**Step 4:** Group Discussion

- Have students work in small groups to discuss their favorite healthy food and one reason it’s good for health.

- Invite each group to share their ideas with the class.

**Conclusion (5 minutes):**

- Summarize the key points discussed: the importance of different food groups, how food helps our bodies, and what students learned from the video.

- Conduct a brief interactive activity where students can draw their favorite healthy meal on a piece of paper and share it with the class.

- Preview the next lesson by asking “What do you think we will learn about next? Maybe how to make a healthy meal?”

**Extended Activities:**

- Have students create a "Food Diary" for one week, where they write down what they eat each day and identify food groups.

- Organize a "Healthy Snack Day," inviting students to bring a healthy snack to share with their classmates.

- Plan a cooking session where students can help prepare a simple healthy recipe in class or at home with family.

**Teacher Self-Evaluation:**

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**WEEK 10: LESSON 4**

**Strand:** Our Family

**Sub Strand:** Importance of Eating Food

**Specific Learning Outcomes:**

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

1.Outline the importance of eating clean food.

2. Role-play on the importance of eating clean food.

3. Appreciate the importance of eating clean food.

**Key Inquiry Question(s):**

- Why is it important to eat clean food?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organization of Learning:**

**Introduction (5 minutes):**

- Begin with a quick review of previous lessons about different types of food.

- Ask questions to engage the learners: "What did we learn about food choices before?"

- Introduce the topic of clean food and why it matters.

**Lesson Development (20 minutes):**

**Step 1:** Define Clean Food

- Explain what clean food means: fresh fruits, vegetables, whole grains, and foods without preservatives.

- Use visuals (pictures of clean foods vs. processed foods) to illustrate points.

- Lead a discussion: "Can anyone give examples of clean foods?"

**Step 2:** Why Eat Clean Food?

- Discuss the benefits of eating clean food, such as better health, energy, and strong bodies.

- Create a chart on the board listing benefits, soliciting input from the students.

- Encourage students to think about how clean food can affect their daily lives.

**Step 3:** Role-Playing Activity

- Assign roles (healthy food advocate, unhealthy food advocate) to students.

- In pairs, let them enact a conversation about eating clean food.

- Rotate roles so each child can experience both perspectives.

**Step 4:** Group Discussion

- Gather students to share their role-play experiences.

- Discuss feelings and insights gained from the activity: "How did you feel as both an advocate for clean and unhealthy food?"

**Conclusion (5 minutes):**

- Recap key points discussed: What is clean food, its importance, and the benefits to our health.

- Engage the class in a quick game where they can shout out clean food items when prompted.

- Preview the next session: "Next time, we will explore how to prepare and enjoy our clean food!"

**Extended Activities:**

- Create a Food Journal where students can list clean foods they eat at home throughout the week.

- Organize a cooking demonstration where students can help prepare a clean food snack.

- Plan an outdoor activity, such as a 'Nature Walk,' where students can identify edible plants or fruits in their environment.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 1**

**Strand:** Our Family

**Sub Strand:** Importance of Eating Food

**Specific Learning Outcomes:**

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

1.Outline the importance of eating clean food

2.Role-play the importance of eating clean food

3.Appreciate the importance of eating clean food

**Key Inquiry Question(s):**

- What makes food unclean?

- How can we promote clean eating habits?

**Learning Resources:**

- Environmental Activities Curriculum Design PP2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by briefly reviewing key concepts discussed in the previous lesson (e.g., what constitutes clean and unclean food).

- Engage learners in a discussion around the importance of clean food using questions such as, "Why do you think clean food is important for our health?"

- Have students read relevant sections from the learning resources together.

**Lesson Development (20 minutes):**

**Step 1:** What Makes Food Unclean?

- Introduce the concept of unclean food.

- Discuss common examples (e.g., spoiled food, contaminated food) and ask students why these foods might be dangerous.

- Have students brainstorm their own examples of unclean food and share with the class.

**Step 2:** The Importance of Clean Food

- Explain the health benefits of eating clean food (e.g., provides energy, helps the body function well).

- Ask students to create a simple chart outlining the benefits of clean food versus the risks associated with unclean food.

- Facilitate a discussion about the different types of clean food available (fruits, vegetables, whole grains, etc.).

**Step 3:** Role Play Activity

- Divide children into small groups. Assign each group a scenario involving clean and unclean food (e.g., a market scene, a family dinner).

- Allow each group time to prepare and then present their role play to the class, highlighting the importance of making healthy food choices.

**Step 4:** Reflection and Discussion

- Gather students together to reflect on what they learned through the role plays.

- Pose questions like "How did it feel to role play making healthy choices?" and "What did you learn that you didn’t know before?"

- Encourage students to think of ways to encourage their family members to eat clean food.

**Conclusion (5 minutes):**

- Summarize the key points discussed during the lesson.

- Conduct a quick interactive activity (like a chant or song) reinforcing clean eating habits.

- Preview the next session with questions such as, "What are some ways we can keep our food clean at home?"

**Extended Activities:**

- Food Diary: Encourage students to keep a food diary for a week, noting what clean foods they eat and how they feel afterward.

- Family Discussion: Ask students to share what they've learned about clean food with their families and report back their findings in the next class.

- Clean Food Art Project: Have students create a poster or collage of their favorite clean foods.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 2**

**Strand:** Our Home

**Sub Strand:** Houses Found at Home

**Specific Learning Outcomes:**

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

1. Name houses found at home

2. Draw and color different houses found at home

3. Recognize the various types of houses found at home

**Key Inquiry Question(s):**

- What houses can you find at home, such as the toilet, latrine, kitchen, poultry, granary?

- Can you draw and color different houses found at home?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Review the previous lesson about the importance of homes and where we live.

- Guide learners to read and discuss the relevant content from the learning resources. Focus on recognizing types of houses they encounter in their daily lives.

**Lesson Development (20 minutes):**

**Step 1:** Introduction to Houses

- Ask learners: "What types of houses do you have at home?"

- Create a list on the board of all the houses mentioned (toilet, kitchen, poultry, latrine, granary) as students share.

- Discuss briefly the purpose of each type of house.

**Step 2:** Drawing Houses

- Provide each student with paper and coloring materials.

- Instruct them to choose one type of house from the list and draw it.

- Encourage creativity and explain to them to think about the different features of each house.

**Step 3:** Sharing and Recognition

- Ask students to share their drawings with the class, explaining which house it is and its importance.

- Highlight how recognizing different types of houses helps us understand our environment better.

**Step 4:** Group Activity

- Organize students into small groups and assign each group a type of house.

- Have them talk about what activities happen in that house and why it is needed at home.

**Conclusion (5 minutes):**

- Summarize the key points discussed, such as identifying different houses and their purposes.

- Reinforce the concept of the importance of every type of house in contributing to home life.

- Suggest they think about what their ideal home looks like for the next session.

**Extended Activities:**

- Home Exploration: Encourage students to walk around their home and identify and list different types of houses they see. They can take a picture (if possible) or draw it to share in the next class.

- Craft Project: Using recycled materials, students can create a model of one of the houses they learned about in class.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 3**

**Strand:** Our Home

**Sub Strand:** Houses Found at Home

**Specific Learning Outcomes:**

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

1.Name houses found at home

2.Draw and colour different houses found at home

3.Recognize the various types of houses found at home

**Key Inquiry Questions:**

- What types of houses can we find at home?

- How can we draw and colour different houses?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

- Coloured pencils, markers, and drawing paper

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin the lesson by reviewing what was learned in the previous session regarding homes and living environments.

- Ask the students questions to elicit responses about types of houses they know or have seen in their neighborhood.

- Introduce the key inquiry questions for the day: "What types of houses do we have?" and "How can we express our understanding of these houses through drawing?"

**Lesson Development (20 minutes):**

**Step 1:** Discussion

- Engage students in a conversation about different types of houses (e.g., apartments, bungalows, duplexes, cottages).

- Encourage students to share experiences about houses they live in or visit.

**Step 2:** Identifying and Naming Houses

- Present images or actual examples of different types of houses.

- Invite students to name each type of house and discuss their characteristics.

**Step 3:** Drawing Activity

- Provide each student with drawing paper and coloured pencils or markers.

- Instruct them to choose one type of house they've discussed and draw it, adding details that represent their understanding (e.g., windows, doors, roof types).

**Step 4:** Colouring and Sharing

- Allow time for students to colour their drawings.

- Encourage them to display their artwork and explain the type of house they've portrayed to their peers.

**Conclusion (5 minutes):**

- Recap the lesson by summarizing the different types of houses discussed and the importance of having these homes.

- Conduct a brief interactive activity by asking students to name one thing they love about each type of house.

- Preview the next lesson, which may involve discussing the materials used to build houses and how those materials impact the environment.

**Extended Activities:**

- Encourage students to go on a "house hunt" in their neighborhood, taking note of different types of houses and their characteristics. They could present their findings in the next class.

- Set up a class project where students collectively create a large poster or mural featuring various houses, adding facts they have learned about each style.

- Introduce a "house model" project where they can use recycled materials to build a small model of a house they designed.

**Teacher Self-Evaluation:**

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**WEEK 11: LESSON 4**

**Strand:** Our Home

**Sub Strand:** Houses found at home

**Specific Learning Outcomes:**

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

1. Outline the uses of houses found at home.

2. Model simple houses found at home.

3.Recognise the various types of houses found at home.

**Key Inquiry Question(s):**

- What is the use of a granary?

- How can we identify different types of houses found at home?

**Learning Resources:**

- Environmental Activities curriculum design pp 2

**Organisation of Learning:**

**Introduction (5 minutes):**

- Begin with a review of the previous lesson on the types of structures we find in our environment.

- Engage learners in a discussion by asking: "What types of houses do you see at home?" and "What do we use them for?"

- Introduce the concept of a granary and its uses in storing food.

**Lesson Development (20 minutes):**

**Step 1:** Exploring the Uses of Houses

- Guide the students in discussing the uses of different types of houses found in their community.

- Examples include:

- A granary for storing grains.

- A barn for animals.

- A house for living.

- Ask them to think about how each house helps people or animals.

**Step 2:** Identifying Types of Houses

- Present images of various types of houses (granaries, barns, cottages, apartment buildings).

- Have learners identify and classify the houses based on their uses.

- Encourage students to share if they have seen these houses in real life.

**Step 3:** Modelling Simple Houses

- Using craft materials, such as paper or blocks, instruct students to create a model of one type of house they discussed.

- Provide guidance on how to model a basic granary or their favorite type of house.

**Step 4:** Share and Discuss

- Allow students to share their models with the class.

- Ask questions about their models: "Why did you choose to model this house?" and "What is it used for?"

- Reinforce the connection between the model and its real-life use.

**Conclusion (5 minutes):**

- Summarize key points about the different types of houses learned today and their uses.

- Conduct a brief interactive activity where students shout out house types as you flash images quickly (rapid-fire).

- Prepare learners for the next session by previewing upcoming topics on house characteristics and cultural influences on houses.

**Extended Activities:**

- Home Exploration: Encourage students to take a walk with their family and identify different types of houses in their neighborhood. Have them draw or take a picture of the houses and present their finds in the next class.

- Granary Project: Ask students to create a simple recipe using grains (like rice or quinoa) and share it with the class, discussing how granaries ensure we have food.

**Teacher Self-Evaluation:**