



REPUBLIC OF KENYA

MINISTRY OF EDUCATION

JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN

GRADE 7

LIFE SKILLS EDUCATION



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2021

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FOREWORD

Curriculum is a tool which a country employs to empower its citizens. The Kenya Institute of Curriculum Development in meeting its core mandate '*to develop curriculum and curriculum support materials*' has spearheaded curriculum reforms in the education sector. The reforms are based on rigorous research, monitoring and evaluation activities conducted on the 8-4-4 system of education to inform the Competency-Based Curriculum through a phase-in phase-out model. The reforms were informed by the Summative Evaluation Survey (2009), Needs Assessment Study (2016) and the Task Force Report on Re-alignment of Education Sector (2012), 21st century learning and approaches, the East Africa Protocol on harmonisation of education, among many others.

The curriculum reforms aim at meeting the needs of the Kenyan society by aligning the curriculum to the Constitution of Kenya 2010, the Kenya Vision 2030 and the East African Protocol, among other policy requirements as documented by the Sessional Paper No. 1 of 2019 on 'Reforming Education and Training for Sustainable Development in Kenya'. The reforms adopted the Competency-Based Curriculum (CBC) to achieve development of requisite knowledge, skills, values and attitudes that will drive the country's future generations as documented by the Basic Education Curriculum Framework (BECF). Towards achieving the mission of the Basic Education, the Ministry of Education has successfully and progressively rolled out curriculum implementation for Early Years Education, Grades 4 and 5. The roll out for Grade 6 and Junior Secondary (Grade 7-9) will subsequently follow.

It is my hope that the curriculum designs for Grade 7 will guide the teachers, among other educational stakeholders, for progressive achievement of the curriculum vision which seeks to have engaged, empowered and ethical citizens.

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PREFACE

The Government of Kenya embarked on the national implementation of the Competency Based Curriculum in January, 2019 for Early Years Education (Pre-Primary 1 and 2, and Lower Primary Grade 1, 2 and 3). The implementation progressed to Upper Primary (Grade 4, 5 and 6) based on the reorganization of the Basic Education structure. Grade 7 curriculum furthers implementation of the Competency-Based curriculum to Junior Secondary education level. This level marks the zenith of Middle School education whose main feature is to offer a broad opportunity for the learner to explore talents, interests and abilities before selection of pathways and tracks in Senior Secondary education level.

The Grade 7 curriculum designs for the respective learning areas will enable the development of twenty first century competencies. Ultimately, this will lead to the realization of the vision and mission of the Competency-Based curriculum as documented in the Basic Education Curriculum Framework (KICD, 2017).

It is my hope that all government agencies among other stakeholders in education will use the designs to guide effective and efficient implementation of the learning activities as well as provide relevant feedback on various aspects of the curriculum. Successful implementation of the Grade 7 curriculum will be a significant milestone towards realization of the curriculum mission ‘Nurturing Every Learner’s Potential’.

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ACKNOWLEDGEMENT

The Kenya Institute of Curriculum Development (KICD) Act Number 4 of 2013 (Revised 2019) mandates the Institute to develop curricula and curriculum support materials for basic and tertiary education and training, below the university. The curriculum development process for any level involves thorough research, international benchmarking, and robust stakeholder engagement. Through this systematic and consultative process, KICD conceptualised the Competency Based Curriculum (CBC) as captured in the Basic Education Curriculum Framework (BECF). The CBC responds to the demands of the 21st Century and the aspirations captured in the Constitution of Kenya 2010, Kenya Vision 2030, East African Commission Protocol and the United Nations Sustainable Development Goals.

The Kenya Institute of Curriculum Development has developed the Grade 7 curriculum designs taking cognisance of the tenets of the CBC, key among them being the need to ensure that learners are provided with learning experiences that call for higher order thinking, thereby ensuring they become engaged, empowered and ethical citizens as articulated in the BECF Vision. The Grade 7 designs also provide opportunities for learners to develop the core competencies as well as engage in Community Service Learning. The designs present assessment rubric linked to sub strands in the individual subjects. Teachers are encouraged to use varied assessment tools when assessing learners.

KICD obtains its funding from the Government of Kenya to enable the achievement of its mandate and implementation of the Government and Sector (Ministry of Education (MoE) plans. The Institute also receives support from development partners targeting specific programmes. The Grade 7 curriculum designs have been developed with the support of the World Bank through the Kenya Secondary Education Quality Improvement Program (SEQIP) commissioned by the MoE. The Institute is grateful for the support accorded to the process by the Government of Kenya, through the MoE and the development partners for the policy, resource, and logistical support.



I acknowledge the KICD curriculum developers and other staff, teachers and all the educators who participated, as panelists, in the development of the designs. I also appreciate the contribution of the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their various roles in the development of the Grade 7 curriculum designs.

My special thanks to the Cabinet Secretary, Ministry of Education; the Principal Secretary State Department of Early Learning and Basic Education; the Secretary, Teachers’ Service Commission (TSC) and the Chief Executive Officer, Kenya National Examinations Council (KNEC) for their support in the process. Finally, I am grateful to the KICD Governing Council for their consistent guidance during the development of the curriculum designs. The Institute assures all curriculum implementers, parents, and other stakeholders that the designs will ensure effective implementation of the CBC at Grade 7.

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TABLE OF CONTENTS

FOREWORDiii

PREFACEiv

ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
SUGGESTED TIME ALLOCATION	viii
NATIONAL GOALS OF EDUCATION	ix
LEARNING OUTCOMES FOR MIDDLE SCHOOL.....	xi
ESSENCE STATEMENT	xii
SUBJECT GENERAL LEARNING OUTCOMES	xiii
STRAND 1.0: PERSONAL MANAGEMENT SKILLS	1
STRAND 2.0: INTERPERSONAL RELATIONSHIP SKILLS.....	13
STRAND 3.0: DECISION MAKING SKILLS.....	35
COMMUNITY SERVICE LEARNING (CSL) PROJECT	47
APPENDIX: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON- FORMAL ACTIVITIES	52



SUGGESTED TIME ALLOCATION

	Subject	Number of Lessons Per Week (40 minutes per lesson)
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical and Pre-Career	5
7.	Social Studies	3
8.	Religious Education (CRE/IRE/HRE)	2
9.	Business Studies	3
10.	Agriculture	3
11.	Life Skills Education	1
12.	Physical Education and Sports	2
13.	Optional Subject	3
14.	Optional Subject	3
	Total	45



NATIONAL GOALS OF EDUCATION

Education in Kenya should:

i) Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

ii) Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately



focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

iii) Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

iv) Promote sound moral and religious values.

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

v) Promote social equality and responsibility.

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

vi) Promote respect for and development of Kenya's rich and varied cultures.

Education should instil in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

vii) Promote international consciousness and foster positive attitudes towards other nations.



Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

viii. Promote positive attitudes towards good health and environmental protection.

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEARNING OUTCOMES FOR MIDDLE SCHOOL

By end of Middle School, the learner should be able to:



1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

Life Skills Education is the study of the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. It aims at enhancing the knowledge on and appreciation of oneself, the need to value and promote good interpersonal skills, as well as improving the quality of decisiveness in day to day life. The need for the development and application of life skills is supported by among other theories, Vygotsky's social-cultural development theory that presupposes that learning takes place when learners interact with each other. Learners negotiate meanings with people in the environment and achieve their goals through interacting with teachers, peers, materials and the tone embedded in the context.

Legislative wise, Life Skills Education is anchored on Article 10 of the Constitution of Kenya 2010 that spells out the national values and principles of governance which should guide all citizens. Kenya's third national goal of education, which stipulates that education should promote individual development and self-fulfilment, and the Kenya Vision 2030 provide for Life Skills Education. Further, the National Education Sector Plan (2018- 2022) which builds on successes and challenges of previous sectoral plans, champions a value-based education system and the



need to transmit life skills, principles and values for personal, social and economic development. This learning area equips the learners with psychosocial competencies and interpersonal skills that enable them to empathize with others, communicate effectively, build healthy relationships, make informed decisions, think creatively and critically, solve problems and manage their life healthily and productively. The learning area moves beyond providing information to the development of the whole individual.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Junior Secondary School, the learner should be able to:

1. Develop and maintain responsible personal and interpersonal relationships for harmonious living in society.
2. Possess a sense of self-understanding and self-worth for personal holistic development.
3. Make informed and appropriate decisions in life.
4. Exemplify values and positive attitudes for sustainable living.
5. Appreciate the importance of life skills in addressing challenges of everyday life.



STRAND 1.0: PERSONAL MANAGEMENT SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.1 Self- Awareness (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> describe self in relation to the five dimensions of a human being identify personal talents and abilities for self-fulfilment deal with contemporary challenges for self-improvement value own social-economic backgrounds for social wellbeing. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> use print or digital resources to search for the meaning of the term 'self-awareness' in relation to five dimensions (physical, social, psychological, spiritual and economic) of a human being draw illustrations that depict a description of self, based on the five dimensions of a human being share and discuss in small groups their abilities and talents, hence make presentations in the class watch and analyse video clips depicting age-appropriate strategies of managing contemporary challenges that would hinder personal development and discuss in the class in groups, identify the various 	<ol style="list-style-type: none"> When am I at my best? How can I utilize personal talents and abilities for self-fulfilment?



			social economic groups present in the school community and discuss in the class.	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learners identify their talents and abilities and share in the class. • Learning to learn: the learners deal with contemporary challenges related to self-awareness. • Critical thinking and problem solving: the learners watch and analyse video clips depicting age-appropriate challenges that may hinder their personal development. • Digital literacy: the learners search for the meaning of terms on self-awareness using digital devices. • Citizenship: the learners identify and accept different social-economic backgrounds in the school community. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Human sexuality: the learners search for the meaning of the dimensions of a human being, particularly the physical dimension of human growth and development in the area of sexual maturation. • Health education issues: the learners learn about personal hygiene and menstrual health in line with the physical dimension of human growth and development 				
<p>Values:</p> <ul style="list-style-type: none"> • Self-love: the learners appreciate themselves as unique persons with developing dimensions of growth and development. • Responsibility: the learners identify and exploit their talents and abilities responsibly in the school community. • Self-respect: the learners identify, share and appreciate their social-economic background in the school. • Responsibility: the learners identify and deal with contemporary challenges for personal protection and development. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Health Education: the learners explore and discuss human dimensions particularly in the area of reproduction and 				



mental health under physical dimension.

- Business Education: the learners identify business opportunities according to their abilities.
- Sports and Physical Education: the learners explore and develop talents and abilities in the school.

Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe self in relation to five dimensions of human beings.	Confidently and correctly describes self in relation to the five dimensions of a human being.	Correctly describes self in relation to the five dimensions of a human being.	Fairly describes self in relation to at five dimensions of a human being.	Unable to describe self in relation to five dimensions of a human being.
Ability to identify personal talents and abilities.	Confidently identifies personal talents and abilities for self-development.	Identifies personal talents and abilities for self-development.	To a certain extent identifies talents and abilities for self-development.	Hardly identifies talents and abilities for self-development.
Ability to deal with common contemporary challenges associated with self-improvement.	Consistently and confidently exhibits an ability to deal with common contemporary challenges for self-improvement and protection.	Exhibits an ability to deal with common contemporary challenges for self-improvement and protection.	Sometimes exhibits an ability to deal with common contemporary challenges for self-improvement and protection.	Hardly exhibits an ability to deal with common contemporary challenges for self-improvement and protection.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.2 Self-Esteem <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) Explain the meaning of high and low self-esteem in different persons b) Outline factors that influence their self-esteem c) exhibit improvements in self-esteem in their day-to-day life.	The learner is guided to: <ul style="list-style-type: none"> • discuss in small groups and present to the class what they understand by the term self-esteem • use digital devices to search for information on menstrual disorders and their management, hence discuss with peers in class • use digital devices to research the factors that influence their self-esteem and present in class • watch a video on how to improve one’s self-esteem and discuss how they can enhance their self-esteem • explore and note down a list of actions they would take to improve their self-esteem. 	<ol style="list-style-type: none"> 1. How can I improve my self-esteem? 2. What shows that I am making progress in my life?
Core competencies to be Developed:				



- Self-efficacy: the learners learn ways of developing and improving their self-esteem.
- Learning to learn: the learners explore ways of improving their self-esteem.
- Critical thinking and problem solving: the learners take well thought out actions and steps to enhance self-esteem.
- Digital literacy is gained: the learners search for the factors that influence their self-esteem using digital devices.
- Communication and collaboration: the learners discuss in small groups and do presentations in the class.

Pertinent and Contemporary Issues (PCIs):

- Guidance and counselling during growth and development enhance learners' self-esteem.
- Avoidance of drugs and substance abuse: the learners mind about their self-esteem.
- Terrorism, radicalization and violent extremism are prevented: the learners believe in their self-esteem.
- Peer pressure resistance and keeping off risky situations: the learners exercise their self-confidence.

Values:

- Self-love: the learners positively appreciate their self-esteem.
- Self-respect: the learners work in groups and adopt unique action points for enhancing individual self-esteem.
- Intrapersonal peace: the learners embrace self-acceptance and adopt action points for growth.
- Responsibility: the learners take charge of their self-esteem and discuss in groups.

Link to other Subjects:

- Languages: the learners read literary texts from the internet touching on self-esteem and express themselves in group discussions.
- Religious Education: the learners learn about the creation of humankind and nature.
- Health Education: the learners discuss their mental well-being for self-improvement.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets expectation	Approaches expectation	Below Expectation
Ability to explain the meaning of high and low self-esteem of different persons.	Confidently and correctly explains the meaning of high and/or low self-esteem of different persons.	Correctly explains the meaning of high and/or low self-esteem of different persons.	Fairly explains the meaning of high and or low self-esteem of different persons.	Hardly explains the meaning of high and or low self-esteem of different persons.
Ability to describe factors that influence their self-esteem.	Explicitly and correctly describes factors that influence their self-esteem with examples.	Correctly describes factors that influence their self-esteem.	To a certain extent describes factors that influence their self-esteem.	Hardly describes factors that influence their self-esteem.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.3 Managing Emotions (2 lessons)	By the end of the sub-strand, the learner should be able to: a) describe types of emotions that are displayed in different situations b) manage emotions positively under different circumstances c) analyse the effects of negative emotions on self and others d) appreciate the importance of managing emotions positively.	The learner is guided to: <ul style="list-style-type: none"> • in pairs search using digital devices and discuss the meaning of the term emotional well-being • in small groups, role-play expressions of different emotions • draw facial expressions depicting some different types of emotions • watch, analyse and discuss video clips depicting negative and positive expressions of emotions • in small groups, identify and list down places where psychosocial support systems is available in the community. 	<ol style="list-style-type: none"> 1. What emotions do I experience in my high or low moments? 2. How do I manage positive and negative emotions?
Core competencies to be developed:				



- Self-efficacy: the learners learn, describe and appreciate their emotional well-being.
- Learning to learn: the learners identify various ways of positively expressing their emotions.
- Creativity and imagination: the learners draw facial expressions depicting some different types of emotions.
- Critical thinking and problem solving: the learners analyse the consequences of various positive and negative emotions.
- Digital literacy: the learners watch and analyse video clips on expressions of positive and negative emotions using digital devices.

Pertinent Contemporary Issues (PCIs):

- Developmental changes: the learners identify and appreciate different ways of expressing their emotions.
- Health education: the learners deal with lifestyles diseases resulting from unmanaged emotions.
- Counselling services: the learners seek help for any psychosocial support needs.

Values:

- Peace: the learners positively manage their emotions to their satisfaction and the general good of the community.
- Integrity: the learners genuinely express their true emotions in the social space.
- Respect: the learners positively and respectfully express their emotions in the social space.
- Responsibility: the learners take charge of their emotions to avoid affecting others negatively in the community.

Link to Other Subjects:

- Health Education: the learners learn ways of maintaining their emotional well-being leading to wellness in their mental health
- Integrated Science: the learners learn body functions and hormonal changes during adolescence which have an impact on their emotional well-being.
- Languages: the learners discuss and role-play different expressions of emotions in classes in their official languages.



Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe some types of emotions that are displayed in different situations.	Confidently and correctly describes some types of emotions that are displayed in different situations.	Correctly describes some types of emotions that are displayed in different situations.	Fairly attempts to describe some types of emotions that are displayed in different situations.	Only with prompts attempts to describe some types of emotions that are displayed in different situations.
Ability to manage emotions positively under different circumstances.	Confidently and effectively manages emotions positively under different circumstances.	Effectively manages different emotions positively under different circumstances.	To an extent manages emotions positively under different circumstances.	Only with help manages emotions positively under different circumstances.
Ability to analyse effects of negative emotions.	Explicitly and confidently analyses the effects of negative emotions on self and others.	Analyses effects of negative emotions on self and others.	To a certain extent analyses the effects of negative emotions on self and others.	Hardly analyses the effects of negative emotions on self and others.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
1.0 Personal Management Skills	1.4 Managing Stress <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) identify common sources of stress in their lives b) discuss the effects of stress in their day-to-day lives c) manage stressful situations in their lives d) appreciate the need to manage stressful situations in their lives.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to search for the meaning of the term stress • discuss in small groups how stress affects them and present their views in class • create and act skits on positive ways of managing stressful situations • watch a video on stress management under different contexts, and discuss the experiences • discuss the role of Guidance and counselling services in stress management. 	<ol style="list-style-type: none"> 1. How do I know when I am stressed? 2. How can we manage stress in life?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: the learners use digital devices to search for the meaning of the term stress. • Imagination and creativity: the learners create and act skits on positive ways of managing stressful situations in their day to day lives. • Communication and collaboration: the learners discuss in groups and report in class in fluent and clear terms 				



accordingly.

- Self-efficacy: the learners act out skits to exhibit the ability to manage stressful situations in the school community.

Pertinent and Contemporary Issues (PCIs):

- Handling developmental challenges: the learners act out skits on healthy ways of managing stress.
- Addressing non-communicable (lifestyles): the learners discuss how stress affects them and ways of coping with it.
- Peer mentorship: the learners support fellow learners to develop and apply healthy ways of managing stress.
- Guidance and counselling: the learners seek services from the school support programs on stress management.

Values:

- Respect: the learners discuss in groups at different turns respectively.
- Unity and love: the learners engage one another in peer mentoring and psychosocial support.
- Responsibility: the learners learn and adopt different ways of managing stress healthily.

Link to Other Subjects:

- Social Education: the learners learn to bear and exist with one another with minimal stress in the society.
- Health Education: the learners aspire to manage stress and therefore maintain healthy mental well-being.
- Religious Education: the learners study the different characters (for example Moses) who managed stressful moments from the religious literature.
- Integrated Science: the learners learn about managing non-communicable (lifestyle) diseases.



Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to identify common sources of stress in their lives.	Confidently and correctly identifies common sources of stress in their lives.	Correctly identifies common sources of stress in their lives.	Partially identifies common sources of stress in their lives.	Hardly identifies any common sources of stress in their lives.
Ability to discuss effects of stress in their day-to-day lives.	Outstandingly discusses the effects of stress in their day-to-day lives.	Discusses the effects of stress in their day-to-day lives.	To a certain extent discusses the effects of stress in their day-to-day lives.	Only with prompts discusses the effects of stress in their day-to-day lives.
Ability to manage stressful situations in their lives.	Confidently and consistently manages stressful situations in their lives.	Manages stressful situations in their lives.	To some extent manages stressful situations in their lives.	Hardly manages stressful situations in their lives.



STRAND 2.0: INTERPERSONAL RELATIONSHIP SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.1 Healthy Relationships <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: a) describe the types of relationships in their lives b) build healthy relationships in their day-to-day lives c) appreciate the importance of value-based relationships in their lives	The learner is guided to: <ul style="list-style-type: none"> individually draw a circle of levels of relationships and share with their peers in class discuss in pairs the level of their closeness with one pre-identified relative and make a class presentation in groups, use digital devices to search on relationship building skills in groups, present skits that depict the benefits of healthy relationships. 	<ol style="list-style-type: none"> How should we relate to different people? How can we build healthy relationships in day-to-day?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the learners discuss the different types of relationships in their lives. Digital literacy: the learners use digital devices to search for information on ways of building healthy relationships. Learning to learn: the learners explore various strategies of building healthy relationships in the community. Citizenship: the learners appreciate the importance of staying in healthy relationships with one another in the 				



community.

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learners identify, build and enhance strong, healthy and lasting relationships.
- Gender issues: the learners discuss how to establish healthy relationships between members of the same or different sex.

Values:

- Responsibility: the learners enter into accountable systems or relationships with peers in and outside the school community.
- Love: the learners appreciate and strengthen the circle of their healthy relationships in the community.
- Respect: the learners strive to maintain healthy relationships in school.

Link to other Subjects:

- Religious education as learners study and discuss various relationships between different persons in the religious books



Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe the types of relationships in their lives.	Enthusiastically describes the types of relationships in their lives.	Describes the types of relationships in their lives.	Fairly describes the types of relationships in their lives.	Only with help describes the types of relationships in their lives.
Ability to build healthy relationships in their lives.	Has confidently built healthy relationships in their lives.	Built healthy relationships in their lives.	Partly built healthy relationships in their lives.	Hardly built healthy relationships in their lives.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.2 Effective Communication <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) communicate effectively in different situations b) show characteristics of effective verbal and non-verbal communication c) use media responsibly in different contexts d) value effective communication in different situations 	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to search for the meaning of effective communication • in small groups, play games that promote development of effective communication skills • discuss in pairs the benefits of effective communication and make class presentation • watch a video clip and analyse the effects of irresponsible use of media • in groups, do research on effective ways of verbal and non-verbal communication. 	<ol style="list-style-type: none"> 1. Why do we communicate? 2. How can I use the media responsibly?
<p>Core Competencies to be Developed:</p> <ul style="list-style-type: none"> • Digital literacy: the learners use digital devices to search for meanings and watch video clips on effective communication. • Communication and collaboration: the learners engage in group discussions and present the collaborated findings. 				



<ul style="list-style-type: none"> • Learning to learn: the learners learn about responsible use of media as well as characteristics of effective verbal and non-verbal and non-verbal communication. • Critical thinking and problem solving: the learners search, discuss and analyse various tasks on effective communication.
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Social Cohesion: the learners engage in effective communication with one another in the school community • Prevention of radicalization, terrorism and violent extremism: the learners’ practice to communicate effectively as individuals and as groups on a wide topic like security concerns, bullying in schools.
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: the learners acquire skills for responsible use of media in the community. • Unity: the learners interact, cooperate and engage in group work in the promotion of effective communication.
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Religious Education: the learners learn virtues of living harmoniously through effective communication. • Social Studies: the learners learn to listening and speaking with one another, enhancing social coexistence in the society. • Health Education: the learners effectively communicate on their health, personal hygiene and resistance to drug and substance abuse.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to communicate effectively in different situations.	Confidently communicates effectively in different situations.	Communicates effectively in different situations.	Fairly communicates effectively in different situations.	Only with assistance communicates effectively in different situations.
Ability to show key characteristics of effective verbal and non-verbal communication.	Confidently shows characteristics of effective verbal and non-verbal communication.	Shows characteristics of effective verbal and non-verbal communication.	Fairly shows characteristics of effective verbal and non-verbal communication.	Hardly shows characteristics of effective verbal and non-verbal communication.
Ability to use media responsibly in different contexts	Confidently and prudently uses media in different contexts	Uses media responsibly in different contexts	To some extent uses media responsibly in different contexts	Hardly uses media responsibly in different contexts



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.3 Negotiation Skills <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe different situations that require negotiation in day-to-day life display values that enhance negotiations in their day-to-day life analyse other life skills that enhance negotiations during their social interactions appreciate the need for negotiation skills in day-to-day life. 	The learner is guided to: <ul style="list-style-type: none"> use digital devices in pairs to search for the meaning of the term negotiation and make presentations to the class role-play in small groups, different situations that require negotiation watch video clips that depict values and other skills that enhance negotiation in different situations, and discuss them in class 	<ol style="list-style-type: none"> Why should I negotiate? What skills do I need in negotiation?
<p>Core-Competencies to be Developed:</p> <ul style="list-style-type: none"> Communication and collaboration: the learners work in groups on role-playing in negotiation in different situations. Critical thinking and problem solving: the learners simulate negotiation process in different situations in the community Creativity and imagination: the learners visualize how they can create consensus during a negotiation 				



- Digital literacy: the learners use digital devices to search for the meaning of term in negotiation on the internet.

Pertinent and Contemporary Issues (PCIs):

- Countering radicalization, terrorism and violent extremism: the learners use the negotiation skills to avoid being recruited.
- Human trafficking: the learners discuss on how to negotiate with a human trafficker to avoid the risk of being killed, abducted or abused.
- Harmful cultural practises: the learners resist harmful cultural practices such as female genital mutilation, early marriages, beading and sex outside marriage.

Values:

- Respect: the learners negotiate politely, ceding space as may be necessary, working for win-win situations
- Love for one another: the learners appreciate one another during negotiation, and by seeking consensus that is agreeable to all the parties in the negotiation.
- Peace: the learners endeavour to practice peaceful negotiation in all situations
- Social justice: the learners appreciates and aim at a win- win situation in all negotiation situations
- Responsibility: the learners participate in negotiations and take the outcome gracefully.

Link to Other Subjects:

- Social Studies: the learners learn to negotiate for peaceful co-existence in the society.
- Languages: the learners use a variety of appropriate sentence structures and styles to negotiate effectively in different situations.
- Sports and Physical Education: the learners negotiate on how to accommodate different results and views during and after various sporting activities.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe different situations that require negotiation in day-to-day life.	Comprehensively describes situations that require negotiation in day-to-day life.	Describes situations that require negotiation in day-to-day life.	Partially describes situations that require negotiation in day-to-day life.	Only with prompts describes situations that require negotiation in day-to-day life.
Ability to analyse other life skills that would enhance negotiations during their social interactions.	Confidently and correctly analyses other life skills that would enhance negotiations during their social interactions.	Correctly analyses other life skills that would enhance negotiations during their social interactions.	To some extent analyses other life skills that would enhance negotiations during their social interactions.	Hardly analyses other life skills that would enhance negotiations during their social interactions.
Ability to display values that enhance effective negotiation.	Consistently displays values that enhance effective negotiation.	Displays values that enhance effective negotiation.	Sometimes displays values that enhance effective negotiation.	Hardly displays values that enhance effective negotiation.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.4 Non-violent Conflict Resolution <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe ways of making peace with oneself under different circumstances b) apply different peaceful conflict resolution strategies in a social environment c) engage in peacebuilding relationships and activities in the society d) appreciate the need for promoting a culture of peace with	The learner is guided to: <ul style="list-style-type: none"> • in pairs use digital devices to search for the meaning of the term non-violent conflict resolution • in small groups, discuss ways of making peace with self and present results in class • in small groups, role-play peacebuilding scenarios and discuss the experiences in the class • watch a video on peace-building initiatives and discuss the experiences • organize appropriate peace-promoting activities like peace caravans, peace corners in school and/or in the community 	<ol style="list-style-type: none"> 1. How do I resolve a conflict? 2. How will I know when the conflict is over?



		self and others in the society		
<p>Core-Competencies to be Developed:</p> <ul style="list-style-type: none"> • Learning to learn: the learners explore and discuss ways of resolving conflicts in the community. • Digital literacy: the learners access content from the internet on different methods of non-violent ways of resolving conflicts. • Communication and collaboration: the learners engage in one another in peace building activities. • Problem solving-: the learners analyse causes and effective methods of resolving conflict in a non-violent way. 				
<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Countering radicalisation, terrorism and violent extremism: the learners learn how to peacefully resolve grievances in different situations. • Non-violent conflict resolution is enhanced: the learners engage in peer education, mentorship and peace education 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect for self and others: the learners engage in peacebuilding activities in the school community. • Peace, love and unity: the learners interact with others in peacebuilding initiatives. • Social justice is achieved: the learners engage and commit to peaceful conflict resolutions in the community. 				
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Social Studies: the learners practice and commit to peaceful coexistence in their interactions. • Integrated Science: the learners make peace with self and the environment around. • Health Education as: the learners strive to maintain a healthy relationship with self and the environment. 				



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe ways of making peace with self under different circumstances.	Comprehensively describes ways of making peace with self under different circumstances.	Describes ways of making peace with self under different circumstances.	Fairly describes ways of making peace with self under different circumstances.	Hardly describes ways of making peace with self under different circumstances.
Ability to apply different peaceful conflict resolution strategies in a social environment.	Consistently applies different peaceful conflict resolution strategies in a social environment.	Applies different peaceful conflict resolution strategies in a social environment.	Sometimes applies different peaceful conflict resolution strategies in a social environment.	Only with help applies different peaceful conflict resolution strategies in a social environment.
Ability to engage in peacebuilding relationships and activities in the society.	Regularly engages in peacebuilding relationships and activities in the society.	Engages in peacebuilding relationships and activities in the society.	Sometimes engages in peacebuilding relationships and activities in the society.	Only with prompts engages in peacebuilding relationships and activities in the society.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.5 Assertiveness <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> a) describe situations that require assertiveness in their day-to-day lives b) explain the process of becoming assertive for personal growth and protection c) display assertiveness in their daily interactions d) exhibit values as they practice assertiveness in their social interactions 	The learner is guided to: <ul style="list-style-type: none"> • use digital media in pairs to search for the meaning of assertiveness and share in class • discuss in small groups various situations in day to day life that require assertiveness • role play in small groups, scenarios in school, home or at the community depicting assertiveness • engage in question and answer sessions on the process of developing assertive messages • journalise some incidences in their life from the recent past when they applied assertiveness, then share their 	<ol style="list-style-type: none"> 1. When should I be assertive? 2. What shows that I am assertive?



			experiences in class	
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Core - Competencies to be developed:

- Self-efficacy: the learners sharpen their skills of being assertive in different situations.
- Communication and collaboration: the learners’ role-play scenarios in school, home or at the community depicting assertiveness.
- Problem-solving: the learners identify and deal with situations in their lives that require assertiveness.

Pertinent and Contemporary Issues (PCIs):

- Gender rights, social cohesion, patriotism and peaceful living: the learners learn to take up their assertive spaces and act accordingly.
- Drug and substance abuse: the learners exercise their assertive rights on matters of substance abuse.
- Guidance and counselling: the learners receive support and build on their assertive rights like the right to say NO.
- Countering violent extremism, terrorism and radicalization through exercising bold and assertive behaviour that stops negative influence.



Values:

- Responsibility: the learners take accountable and assertive decisions in a non-threatening manner.
- Respect for self and others: the learners role-play scenarios that require assertiveness in real-life situations.
- Integrity: the learners genuinely defend their rights without being passive or falsely creating an impression that they are fine when they are not.

Link to other subjects:

- Social Studies: the learners learn and practice assertive behaviour in favour of peaceful co-existence with others.
- Languages: the learners learn the proper language of asserting oneself and communicating effectively in support of the same position.
- Sports and Physical Education as they communicate with other team members during sports.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe situations that require assertiveness in their day- to-day lives.	Comprehensively describes situations that require assertiveness in their day- to-day lives	Correctly describes situations that require assertiveness in their day- to-day lives	Fairly describe situations that require assertiveness in their day- to-day lives	Hardly describe situations that require assertiveness in their day- to-day lives.
Ability to explain the process of becoming assertive for personal growth and protection	Confidently and clearly explains the process of becoming assertive for personal growth and protection.	Clearly explains the process of becoming assertive for personal growth and protection.	Partly explains the process of becoming assertive for personal growth and protection.	Only with assistance, explains the process of becoming assertive for personal growth and protection.
Ability to display assertiveness in their daily interactions.	Explicitly and consistently displays assertiveness in their daily interactions.	Displays assertiveness in their daily interactions.	Sometimes displays assertiveness in their daily interactions.	Hardly displays assertiveness in their daily interactions.
Ability to exhibit values as they practice assertiveness in their social interactions.	Consistently exhibits values as they practice assertiveness in their social interactions.	Exhibit values as they practice assertiveness in their social interactions.	Sometimes exhibits values as they practice assertiveness in their social interactions	Only with prompts exhibits exhibit values as they practice assertiveness in their social interactions



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.6 Empathy <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe situations that require empathy in their day-to-day lives empathise in different ways in their day-to-day lives appreciate the need for values in developing empathy value empathy as an important skill in social interactions 	The learner is guided to: <ul style="list-style-type: none"> discuss in groups scenarios that require empathy in their day-to-day lives watch a video and discuss different ways of cultivating empathy role-play scenarios that depict values necessary for cultivating empathy discuss in small groups values that foster the development of empathy in their lives share and analyse real life situations in which empathy has been demonstrated in class 	<ol style="list-style-type: none"> Why do I empathise with others? How is empathetic listening different from other listening? What would I require to empathise effectively?
Core-Competencies to be Developed: <ul style="list-style-type: none"> Digital literacy: the learners search for case studies online that depict empathy 				



- Communication and collaboration: the learners discuss empathy.
- Imagination and creativity: the learners role-play scenarios depicting values that enhance the development of empathy.
- Citizenship: the learners practise empathy
- Social justice: the learners discuss situations in school that either promote or demean empathy among learners in school

Pertinent and Contemporary Issues (PCIs):

- Social cohesion: the learners demonstrate empathic gestures to members in the society.
- Child rights and protection: the learners empathise with those who may be going through abuse or neglect
- Guidance and counselling: the learners seek psychosocial support on different challenges they experience.

Values:

- Love: the learners show others empathy
- Peace: the learners as learners empathise with one another.
- Responsibility: the learners empathise with others in different situations
- Social justice: the learners defend others who are not being treated fairly.

Link to Other Subjects:

- Social Studies: the learners empathically relate with one another in different situations.
- Languages: the learners use empathetic vocabulary to communicate or read comprehension on situations that elicit empathy.
- Sports and Physical Education: the learners assert themselves in different situations occasioned by different outcomes during sports.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe situations that require empathy in their day-to-day lives.	Confidently and correctly describes situations that require empathy in their day-to-day lives.	Correctly describes situations that require empathy in their day-to-day lives.	Partly describes situations that require empathy in their day-to-day lives	Only with assistance describes situations that require empathy in their day-to-day lives.
Ability to empathise in different ways in their day-to-day lives.	Confidently and consistently empathises in different ways in their day-to-day lives.	Empathises in different ways in their day-to-day lives.	To a certain extent empathises in different ways in their day-to-day lives.	Hardly empathise in different ways in their day-to-day lives.
Ability to value empathy as an important skill in social interactions.	Consistently empathises as an important skill in social interactions.	Empathises as an important skill in social interactions.	Sometimes empathises as an important skill in social interactions.	Hardly empathises as an important skill in social interactions.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
2.0 Interpersonal Relationship Skills	2.7 Managing Peer Influence (2 lessons)	By the end of the sub-strand, the learner should be able to: a) describe positive peer influences in school and the community b) analyse forms of peer pressure in day-to-day life c) manage peer influences in their interactions	The learner is guided to: <ul style="list-style-type: none"> • discuss in small groups positive and negative peer influences and present them to the class • watch and analyse video clips on situations that require assertiveness to manage peer pressure • discuss in groups some negative behaviours from peer pressure that require assertiveness and make presentations in class • in small groups, act out skits exhibiting values that enhance positive peer pressure 	<ol style="list-style-type: none"> 1. What are my peer pressure risk factors? 2. How would I encourage positive peer pressure in my life?
<p>Core -Competencies to be Developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: the learners discuss in groups on positive and negative peer influences. • Self-efficacy: the learners act out and make presentations in class on peer influences. • Critical thinking and problem-solving: the learners identify challenging situations within peer circles requiring assertiveness • Digital literacy: the learners watch video clips on situations that require assertiveness to manage peer influence. 				



Pertinent and Contemporary Issues (PCIs):

- Handling radicalization and violent extremism: the learners avoid negative peer influence in the community
- Moral education: the learners learn how to avoid negative peer influence in the society.
- Gender issues: the learners make decisions not to discriminate against each other based on sex or act negatively towards members of the opposite sex.
- Healthy lifestyle: the learners desist from negative influence on eating habits such as choices of good versus junk foods.
- Human sexuality: the learners manage negative or irresponsible sexual behaviours from peers in the society.

Values:

- Responsibility: the learners resist negative peer pressure such as irresponsible sexual behaviour and drug and substance abuse.
- Self-respect: the learners make personal decisions to take charge of their sexuality and dressing contrary to negative peer influences.
- Unity: the learners discuss and agree in small groups on the importance of engaging in positive peer influence

Link to other Subjects:

Social studies: the learners engage in peer activities to promote unity and positive peer influence

Languages: the learners review and discuss comprehension passages that deal with peer influences.

Creative and Performing Arts: the learners act out skits that depict positive peer influence in the society.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe positive peer influences in school and in the community.	Confidently and clearly describes positive peer influences in school and in the community.	Clearly describes positive peer influences in school and in the community.	Partly describes positive peer influences in school and in the community.	Only with assistance describes positive peer influences in school and in the community.
Ability to analyse forms of peer pressure in day-to-day life.	Concisely analyses forms of peer pressure in day-to-day life.	Analyses forms of peer pressure in day-to-day life.	Sometimes analyses forms of peer pressure in day-to-day life.	Hardly analyses forms of peer pressure in day-to-day life.
Ability to manage peer influences in their interactions.	Confidently manages peer influences in their interactions.	Manages peer influences in their interactions	Fairly manages peer influences in their interactions	Only with prompts manages peer influences in their interactions



STRAND 3.0: DECISION MAKING SKILLS

Strand	Sub - Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision-Making Skills	3.1 Decision-Making Process (1 lesson)	By the end of the sub-strand, the learner should be able to: a) describe decision-making process that leads to desirable actions or behaviour b) display values necessary in making appropriate decisions in their day-to-day life c) appreciate the importance of effective decision-making in different situations	The learner is guided to: <ul style="list-style-type: none"> • search in pairs, using digital devices the meaning of decision-making processes and present in class • explore and analyse in groups situations that require decision-making • engage in puzzles and games like chess that demand multiple decisions to solve problems 	<ol style="list-style-type: none"> 1. Why do I make my decisions? 2. How has effective decision-making helped me in my life?
<p>Core-Competencies to be Developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving skills: the learners explore situations that require effective decision-making. • Self-efficacy: the learners role-play and make presentations in class on decision-making situations. • Learning to learn: the learners discuss situations that require multiple decisions. • Digital literacy: the learners use digital devices to search for puzzles that utilize multiple decisions. 				
<p>Pertinent and Contemporary Issues (PCIs):</p>				



- Adolescence and moral education: the learners utilize decision making skills to counter common challenges with young people.
- Safety and security issues: the learners make the right decisions to enhance and promote their safety and security.
- Terrorism, violent extremism and radicalization are countered: the learners make the right decisions on the right groupings in the society.
- Road safety: the learners make right decisions on roads in their day-to-day lives.
- Gender issues: the learners make decisive actions of not engaging in harmful cultural practises such as FGM, early marriages, attending risky parties among others.

Values:

- Unity: the learners discuss and build consensus on various issues.
- Integrity: the learners critically defend, own and abide by the decisions made in different situations.
- Respect for each other's opinion: the learners discuss, agree and do presentations.
- Responsibility: the learners learn to take account of their action from their decisions.

Link to Other Subjects:

- Languages: the learners articulate clearly their decisions over some issues in their day-to-day lives.
- Social Studies: the learners work towards unity and social cohesion through their collaborative decisions
- Creative and Performing Arts: the learners come up with creative ways of making effective decisions.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe decision- making process that leads to desirable actions or behaviour	Comprehensively describes decision- making process that leads to desirable actions or behaviour	Clearly describes decision- making process that leads to desirable actions or behaviour	Fairly describes decision- making process that leads to desirable actions or behaviour	Hardly describes decision- making process that leads to desirable actions or behaviour
Ability to display relevant values necessary in making decisions in their day-to-day life	Consistently displays relevant values necessary in making decisions in their day-to-day life	Displays relevant values necessary in making decisions in their day-to-day life	Sometimes displays relevant values necessary in making decisions in their day-to-day life	Hardly displays relevant values necessary in making decisions in their day-to-day life



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision-Making Skills	3.2 Creative Thinking Skills <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: a) describe different situations that require creative thinking b) display creative thinking skills in different situations c) exhibit values that foster creative thinking in different situations.	The learner is guided to: <ul style="list-style-type: none"> • use digital devices to search for the meaning of the term creative thinking • play games in small groups such as the jigsaw puzzle, snake and ladder and other relevant games that promote creativity • read and discuss real-life stories from selected hard or soft copies, and identify creativity in class • watch video clips on fostering values in creativity, and discuss in class. 	<ol style="list-style-type: none"> 1. Why is creative thinking important for me? 2. How can I be a good creative thinker?
<p>Core-Competencies to be Developed:</p> <ul style="list-style-type: none"> • Self-efficacy: the learners reflect on managing real-life situations that require creativity and a good imagination. • Creativity and imagination: the learners identify and chooses effective ideas and suggestions for actions using creative skills. • Communication and collaboration: the learners work and play creative games together. • Digital literacy: the learners search for the meaning of term creative thinking using digital devices • Learning to learn: the creativity is a skill that can be developed on a daily basis. 				



<p>Pertinent and Contemporary Issues (PCIs):</p> <ul style="list-style-type: none"> • Safety and security issues: the learners access safe online content creatively • Environmental conservation is enhanced: the learners creatively use locally available resources to conserve the environment. • Natural and human made resources: the learners creatively manage issues such as conservation, preservation and sustainability.
<p>Values:</p> <ul style="list-style-type: none"> • Social cohesion: the learners play creative games that promote unity and one purpose. • Respect: the learners work harmoniously in small groups on creative thinking skills. • Social justice: the learners creatively and proportionally share learning materials in the learning community.
<p>Link to Other Subjects:</p> <ul style="list-style-type: none"> • Business Studies: the learners discuss creative ways of earning and saving the limited resources in the school community. • Pre-technical and Pre-career Education: the learners learn on different career choices that require creative thinking skills. • Sports and Physical Education: the learners creatively engage in sports and games in a variety of creative ways

Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe different situations that require creative thinking.	Comprehensively describes situations that require creative thinking.	Correctly describes situations that require creative thinking.	To some extent describes situations that require creative thinking.	Only with prompts describes situations that require creative thinking.



Ability to display creative thinking skills in different situations.	Consistently displays creative thinking skills in different situations.	Displays creative thinking skills in different situations.	Sometimes displays creative thinking skills in different situations.	Hardly displays creative thinking skills in different situations.
Ability to exhibit values that foster creative thinking in different situations.	Consistently exhibits values that foster creative thinking in different situations.	Exhibits values that foster creative thinking in different situations.	Occasionally exhibits values that foster creative thinking in different situations.	Rarely exhibits values that foster creative thinking in different situations.

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Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision-Making Skills	3.3 Critical Thinking <i>(2 Lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe different situations that require critical thinking in their day- to-day lives apply critical thinking in their day-to-day lives appreciate the need for critical thinking in their everyday life. 	The learner is guided to: <ul style="list-style-type: none"> in groups solve number or word puzzles and discuss how critical thinking was applied in small groups use digital devices to search for scenarios or case studies that show enhancement of critical thinking, and present in class role-play scenarios that require critical thinking skills and discuss the importance of being critical discuss common instances that depict challenges in time management in the school community and note them down. 	<ol style="list-style-type: none"> What shows I am a consistent critical thinker? What shows that I manage my time well?
Core Competencies to be Developed:				



- Critical thinking and problem solving: the learners solve puzzles in class on critical thinking.
- Communication and collaboration: the learners work in groups to search for information on characteristics of a critical thinker.
- Digital literacy: the learners work using digital devices to search for information on attitudes that enhance critical thinking.
- Learning to learn: the learners explore, discuss and devise ways of managing time in school community.

Pertinent and Contemporary Issues (PCIs):

- Environmental conservation: the learners think and discuss critically on solutions to address environmental degradation in the community
- Peace education: the learners engage in critically thought out peace building activities in school to address vices such as bullying and tribalism
- Guidance services: the learners acquire well thought out and critical habits that enhance good time management.

Values:

- Respect: the learners explore, accommodate and respect each other's views in solving puzzles.
- Social justice: the learners critically come up with solutions that are fairly accepted by all in the learning community.
- Responsibility: the learners adopt accountable habits for good time management in the school.

Link to Other Subjects:

Mathematics: the learners critically solve mathematics tasks.

Languages: the learners analyse passages and comprehension and respond to questions critically.

Explore all learning Areas in Junior Secondary



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to describe different situations that require critical thinking in their day-to-day lives.	Comprehensively describes different situations that require critical thinking in their day- to-day lives.	Describes different situations that require critical thinking in their day- to-day lives.	Fairly describe different situations that require critical thinking in their day-to-day lives.	Hardly describes different situations that require critical thinking in their day-to-day lives.
Ability to apply critical thinking in their day-to-day lives.	Clearly and confidently applies critical thinking in their day-to-day lives.	Applies critical thinking in their day-to-day lives.	Sometimes applies critical thinking in their day-to-day lives.	Only with help applies critical thinking in their day-to-day lives.
Ability to exhibit attitudes that enhance critical thinking in different situations.	Consistently exhibits attitudes that enhance critical thinking.	Exhibits attitudes that enhance critical thinking.	Sometimes exhibits attitudes that enhance critical thinking.	Hardly exhibits attitudes that enhance critical thinking.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
3.0 Decision-Making Skills	3.4 Problem - Solving Skills <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> describe the term problem-solving as it relates to day-to-day life demonstrate ways of solving problems in their day-to-day lives exhibit values necessary for problem solving in their day-to-day lives 	The learner is guided to: <ul style="list-style-type: none"> buzz in pairs on the meaning of problem- solving discuss in small groups some problems they face in their lives, and make presentations in class search in groups using digital devices the steps used in problem-solving, and present in class explore and analyse real-life stories depicting poor and excellent problem-solving skills and discuss in class perform skits on problem solving and discuss the values displayed in class 	<ol style="list-style-type: none"> What guides me when solving my problems in life? Why are skills of problem solving important in my life?
<ul style="list-style-type: none"> Core -Competencies to be Developed: Self-efficacy: the learners identify and solve their problems to their satisfaction. Creativity and imagination: the learners demonstrate different ways of overcoming problems. Critical thinking and problem solving: the learners explore and identify different steps in problem-solving. 				
<ul style="list-style-type: none"> Pertinent and Contemporary Issues (PCIs): Environmental issues: the learners address environmental challenges in the school environment 				



- Personal developmental issues: the learners solve challenges in their life such as child labour, negligence, abuse, insecurity issues, harmful cultural practise among other challenges in their locality

Values:

- Responsibility: the learners explore different and acceptable alternatives available for solving problems.
- Respect: the learners work harmoniously in groups.
- Social justice: the learners take turns in sharing digital devices fairly.
- Integrity: the learners practice liable values in problem-solving.
- Unity: the learners corporately seek solutions on various issues affecting them.

Link to Other Subjects:

- Mathematics: the learners solve various mathematical tasks
- Social Studies: the learners solve social problems and forge better relationships.



Assessment Rubric				
Indicator	Exceeds expectation	Meets expectation	Approaches expectation	Below expectation
Ability to describe the term problem-solving as it relates to day-to day life.	Clearly describes the term problem-solving as it relates to day-to day life.	Describes the term problem-solving as it relates to day-to day life.	Vaguely describes the term problem-solving as it relates to day-to day life.	Hardly describes the term problem-solving as it relates to day-to day life.
Ability to demonstrate ways of solving problems in their day-to-day lives.	Consistently demonstrates ways of solving problems in their day-to-day lives.	Demonstrates ways of solving problems in their day-to-day lives.	To some extent demonstrates ways of solving problems in their day-to-day lives.	Only with prompts demonstrates ways of solving problems in their day-to-day lives.
Ability to exhibit values that influence problem-solving.	Consistently exhibits values that influence problem-solving.	Exhibits values that influence problem-solving.	Sometimes exhibits values that influence problem-solving.	Hardly exhibits values that influence problem-solving.



COMMUNITY SERVICE LEARNING (CSL) PROJECT

The CSL project is anchored in the strand Decision Making and the sub strand critical thinking. The project seeks to enhance the time management skills of learners and also give them an opportunity to utilize their decision making skills learned in class in a practical situation.

Strands relating to CSL Project	Sub strand	Project Outcomes	Suggested Learning Experiences	Key Inquiry Questions
Decision Making Skills	Critical thinking	By the end of the project the learner should be able to: a) identify a problem(s) on time management in school, b) write a report on the plans for the proposed project, c) apply critical thinking in time management, d) reflect on the project and its applicability in school,	The learner is guided to: <ul style="list-style-type: none"> • identify durations when they have free time in school programme • describe what they do during their free time • discuss whether they are using their time effectively • discuss various ways and tools of effective time management • Research on solutions to the time management problem in schools • discuss data collection techniques used (questionnaires, interviews, e.t.c) and develop them for collecting data on time management in school. 	<ol style="list-style-type: none"> 1. Why is it important to manage time? 2. Why is critical thinking important in time management?



		<p>e) appreciate the use of critical thinking in time management.</p>	<ul style="list-style-type: none"> • carry out data collection using the tools developed • develop various reporting tools for the findings • use the developed tools to report on their findings like tables, graphs etc • share the project report through various media to peers and school community • discuss and recommend solutions to time management in school • implement the recommendations in consultation with school authorities • collect feedback from peers and community regarding the project • discuss the challenges faced during the project implementation and their possible solutions 	
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Key Component of CSL developed:

Time Management

The learner will:

- a) explain the importance of time management
- b) apply decision making skills to set reasonable goals
- c) adopt strategies for reducing time wasters
- d) value the importance of time management for successful accomplishment of tasks



e) develop the value of adhering to schedules.

Core Competencies to be developed:

- **Critical Thinking and Imagination:** Learners carry out research and report their findings using research tools, demonstrate autonomy in exploring ideas, seeking solutions and implementing ideas to solve problems in time management.
- **Communication and Collaboration:** Learners share their experiences in time management.
- **Self-efficacy:** Learners develop the skill of self-awareness and organizational skills as they discuss the challenges they have with time management.

Values:

- **Responsibility:** Learners will be equipped to be responsible for managing their time effectively.
- **Respect:** Learners develop the value of adhering to set schedules to avoid wasting time.
- **Unity:** Learners engage with each other in finding solutions to managing their time effectively.

Pertinent and Contemporary Issues (PCIs):

- **Citizenship:** Peer education as learners share experiences and find solutions.

Links to other subjects:

- Social studies as learners handle data that relates to peers and languages as learners handle issues relating to leisure activities, time, routines and programs.



Assessment Rubric				
Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify problems	Learner identifies problems on time management and provides solutions with ease.	Learner identifies problems on time management and finds acceptable solutions	Learner identifies few problems on time management and finds some acceptable solutions	Learner identifies few problems on time management and is not able to provide relatable solutions
Ability to write a report on the plans for the proposed project	Learner writes a comprehensive and informative report on the plans for the proposed project	Learner writes a report on the plans for the proposed project	Learner writes a report on the plans for the proposed project with minimal supervision	Learner writes a report on the plans for the proposed project with a lot of assistance
Ability to apply time management skills in their daily activities	Learner applies time management skills in their daily activities	Learner applies the time management skills in their daily activities	Learner applies most of the time management skills in their daily activities	Learner applies very few of the time management skills in their daily activities
Ability to reflect on the project	Learner reflects on the project and gives comprehensive and constructive suggestions for future projects	Learner reflects on the project and gives feedback for improvement	Learners reflects on some aspects of the project and some feedback for improvement	Learner reflects on a few aspects of the project and gives scanty feedback
Ability to	Learner recognizes the	Learner recognizes	Learner recognizes the	Learner does not



appreciate the use of various tools (diaries, etc.) for time management	need for and makes use of the various tools for time management	the need for various tools for time management	need for some of the tools for time management	recognize the need for the tools for time management
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APPENDIX: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON- FORMAL ACTIVITIES

Strand	Sub Strand	Suggested assessment methods	Suggested Learning Resources	Non formal activities
1.0 Personal Management Skills	1.1 Self-Awareness	a) Oral Questions b) Teacher made tests c) Observation d) Portfolio e) Anecdotal Records f) Checklist	<ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Vetted digital resources like TV/video/films/slides/ Internet sources • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Watch or listen to relevant video/TV/radio program/films on self-awareness • Share experiences
	1.2 Self-Esteem	a. Oral Questions b. Teacher made tests c. Observation d. Portfolio e. Anecdotal records	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library 	<ul style="list-style-type: none"> • Watch relevant videos/films/slides • Journaling



		f. Checklists	<ul style="list-style-type: none"> • Flash cards • Draw charts • Note books 	
	1.3 Managing Emotions	a. Oral Questions b. Teacher made tests c. Observation d. Portfolio e. Peer assessments f. Check lists	<ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Vetted digital resources like TV/video/films/slides/Internet sources • Display boards • Drawing charts • Note books • Photographic pictures and paintings 	<ul style="list-style-type: none"> • Consult with Guidance and counselling services
	1.4 Managing Stress	a) Oral Questions b) Teacher made tests c) Observation d) Project Work e) Self-evaluation f) Peer assessment	<ul style="list-style-type: none"> • Role playing • Photographs, pictures and paintings • Internet sources • Vetted digital resources, educational computer games • Approved textbooks and other printed resources • Resource persons • Newspaper cuttings 	<ul style="list-style-type: none"> • Participate in sporting activities • Caring for vegetation/plants within the school



2.0 Interpersonal Relationship Skills	2.1 Healthy Relationships	<ul style="list-style-type: none"> a) Oral questions b) Written tests c) Project work d) Observation e) Peer assessments f) Self- evaluation g) Group work 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Story telling • Note books • Drawing charts 	<ul style="list-style-type: none"> • Composing patriotic songs and singing them
	2.2 Effective Communication	<ul style="list-style-type: none"> a) Oral questions b) Observations c) Written tests d) Group tasks 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Drawing and displaying charts on directions • Update notice boards
	2.3 Negotiation Skills	<ul style="list-style-type: none"> a) Oral questions b) Observations c) Written tests 	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources 	<ul style="list-style-type: none"> • Compose poems on peace building



			<ul style="list-style-type: none"> • Library • Display boards • Draw charts • Note books 	
2.4 Non-violent Conflict Resolution	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests d) Checklists e) Anecdotal records f) Project 	<ul style="list-style-type: none"> • Vetted digital resources-TV/video/films/slides/Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	<ul style="list-style-type: none"> • Role-playing social values of various cultural groups • Conduct civic dialogue in the school on peace keeping 	
2.5 Assertiveness	<ul style="list-style-type: none"> a) Oral questions b) Observation c) Written tests d) Checklists 	<ul style="list-style-type: none"> • Vetted digital resources-TV/video/films/slides/Internet sources • Approved textbooks and other printed resources • Library • Journaling • Draw charts • Note books 	<ul style="list-style-type: none"> • Participate in debates 	
2.6 Empathy	<ul style="list-style-type: none"> a) Oral questions 	<ul style="list-style-type: none"> • Vetted digital resources-TV/video/films/slides/ 	<ul style="list-style-type: none"> • Visit and empathise with 	



		b) Written tests b) Project work c) Observation d) Peer assessments e) Self-evaluation f) Group work	Internet sources <ul style="list-style-type: none"> • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	different people in school/community
	2.7 Managing Peer Influence	a) Oral questions Observation Written tests Checklists Anecdotal records Project Group work	<ul style="list-style-type: none"> • Vetted digital resources-TV/video/films/slides/Internet sources • Approved textbooks and other printed resources • Library • Display boards • Draw charts • Note books 	Act out skits on peer influences
3.0 Decision-Making Skills	3.1 Decision-Making Process	(a) oral questions (b) written tests (c) observations	<ul style="list-style-type: none"> • Vetted digital resources-TV/video/films/slides/Internet sources • Approved textbooks and other printed resources • Library 	Participate in mind games such as filling puzzles, cross-words, cards, chess etc



			<ul style="list-style-type: none"> • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	
	3.2 Creative Thinking Skills	a) checklist b) project c) written tests d) oral questions e) aural questions	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	<ul style="list-style-type: none"> • Create and recite poems on pertinent issues in life
	3.3 Critical Thinking (CSL Project)	a) Oral questions b) Written tests c) Portfolio d) Project	<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts 	<ul style="list-style-type: none"> • Participate in CSL project



			<ul style="list-style-type: none"> • Note books • Mind games such as word puzzles, chess, cards etc 	
	3.4 Problem-Solving Skills		<ul style="list-style-type: none"> • Vetted digital resources- TV/video/films/slides/ Internet sources • Approved textbooks and other printed resources • Library • Display boards • Drawing charts • Note books • Mind games such as word puzzles, chess, cards etc 	Share real life stories on problem solving

