



The Kenya National Examinations Council

ASSESSMENT OF CORE VALUES

AGE BASED PATHWAY





Session Outcomes

By the end of the session, the participant should be able to:

- a) state the eight core values outlined in the BECF;
- b) explain each of the core values;
- c) Identify the indicators of the core values in the BECF
- d) demonstrate the ability to assess a learner on the acquisition of core values.



In pairs discuss the following questions

What is a value?

Why are values important?



Frequently Asked Questions

1. When / at what point do I train learners/assess the core values?
2. How do I as a teacher incorporate /assess values during learning?
3. How many times do I train learners/incorporate/assess value?



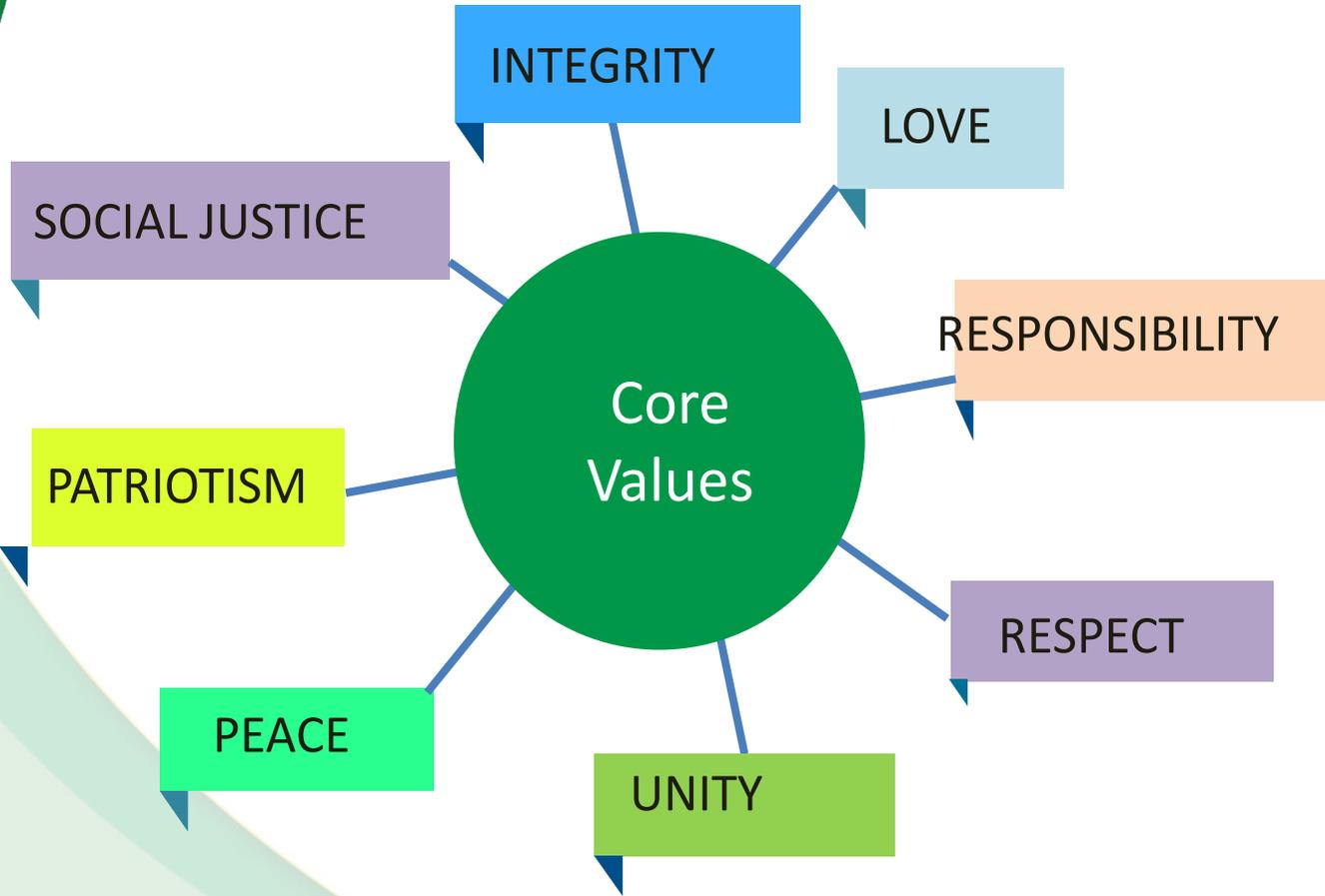
CORE VALUES AS ENVISAGED IN THE BECF

VALUES ?

These are principles, qualities , beliefs or standards that guide an individual to respond or behave in a given circumstance or situation.

The assessment of core values will facilitate the achievement of the CBA vision of developing an ethical citizen.





Note:
Assessment of the core values should take place **throughout the learning process** as learners participate in various learning experiences in and out of the classroom.



Portrays a caring attitude

Resolves conflicts

Forgives others when wronged

Avoids Inflicting Pain on others

1. Love is a mutual expression of respect, trust, honesty, integrity and emotional attachment.

Displays trustworthiness

Puts the interest of others before own interest

Respects others

Keeps promises



Grade 7

HEALTH EDUCATION

Strand. FIRST AID AND BASIC LIFE SUPPORT

Sub-strand : First aid

Assessment of values(love)

Learning experiences:

In groups learners;

1. watch a video on ways of carrying first aid for accidents and injuries.
2. Discuss precautions you should take while carrying out first to an injured person.
3. Role play performing first aid to one of your classmate who has been injured during a soccer game.



Suggested assessment tool

Name of learner:		Performance	
SN	Suggested Indicators	Observation	Teacher's comment
1)	The learner portrays a caring attitude to others during the discussion and role play		
1)	The learner avoids inflicting pain while role playing carrying out first aid		
1)	Learner respects others opinions when discussing about precautions to take while performing first aids		
1)	The learner puts interest of others before own as they role play carrying out the first aid		





2. RESPONSIBILITY

Responsibility is the state of being answerable, or accountable for something within one's power, control, or management.

Respect other people's property

Keeps promises and honors commitments

Offers leadership and guidance to others

Does not blame others

Accepts the consequences

Cares for own property and those of others

Engages in assigned roles and duties

Observes safety precautions

Is dependable

Proactively solve problems



GRADE 7

Subject: Home science

Strand: Foods and Nutrition

Sub –strand: Small Kitchen tools and equipment.

Assessment of values (Responsibility)

Assessment Task.

In small groups Learners to;

1. Clean and store small kitchen tools and equipments while observing safety.
2. Make small kitchen tools and equipments to use at home using safe and locally sustainable materials

Suggested assessment tools: observation schedule

a) Criteria assessed	observation	Teacher's comments
Cleans small kitchen equipments		
Observe safety while cleaning and storing small kitchen equipments		
Makes small kitchen equipments using local materials		
Cares for small kitchen equipments		
Teacher's comments on the learner's performance		

The learner shows responsibility in cleaning the small kitchen equipments and storing them appropriately. However, he needs assistance in making the small kitchen equipments using local materials and observing safety.



Understands and appreciates others

Displays humility

Is patient

Respect

Respect is having positive regard towards self and others without prejudice.

Values human dignity

Is open minded.

Accommodates diverse opinions

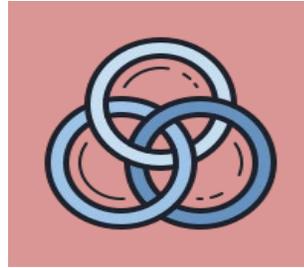


Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to respect.
2. Identify or develop tasks to assess respect.
3. Identify and develop the appropriate tool for assessing Respect.
4. Present to the plenary.





Unity

Unity is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. It is the recognition of the importance of working with other people towards a common goal.

Collaborates with others

Take turns in activities and conversation

Appreciates efforts of others

Strives to achieve common goals

Respects other people's opinions

Shares available resources amicably



Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to unity.
2. Identify or develop tasks to assess unity.
3. Identify and develop the appropriate tool for assessing unity.
4. Present to the plenary.



Peace is a state of tranquility & harmony with oneself & among people. The Value of peace enables an individual to remain calm always regardless of the circumstances around them.



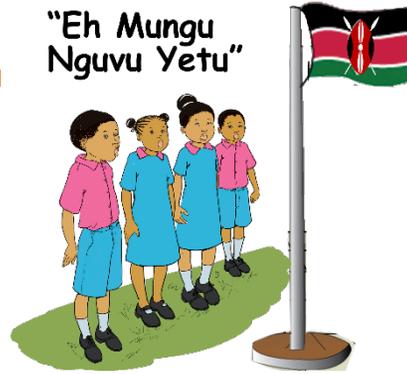
Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to peace.
2. Identify or develop tasks to assess peace.
3. Identify and develop the appropriate tool for assessing peace.
4. Present to the plenary.



"Eh Mungu
Nguvu Yetu"



Obeys laws and
regulation

Is ready to defend
the country

Loves own
country

Serves the
community

Respects fellow
citizens.

Exhibits
honesty

Is aware of
own culture

Is conscious of
his/her social and
moral duties

Aware of own
responsibilities in
the society.

Patriotism

Patriotism refers to loyalty, love and devotion for one's country or nation. A patriotic individual is proud of their country, readily and competently performs their duties as a citizen.



Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to patriotism.
2. Identify or develop tasks to assess patriotism.
3. Identify and develop the appropriate tool for assessing patriotism.
4. Present to the plenary.



Is
democratic



Fosters fairness
and justice among
peers and other
members of the
community

Social Justice

Social justice refers to fair treatment of each other and promotion of equity. It is about creating a society that is based on the principles of respect for human dignity, equity, solidarity and elimination of inequalities.

Advocates for
harmonious
relationships
in the society.

Shares
resources
equitably

Accords equal
opportunities in
sharing
responsibilities

Accords
privileges
without favour



Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to social justice.
2. Identify or develop tasks to assess social justice.
3. Identify and develop the appropriate tool for assessing social justice.
4. Present to the plenary.



INTEGRITY



Integrity

Integrity refers to the ability to know, defend and do what is right always. It entails doing the right thing even when you have the opportunity to do the wrong thing.

Avoids conflict of interest

Displays transparency, fairness and accountability

Utilizes resources sparingly

Applies laid down procedure when doing things

Is committed to duty

Has self discipline.

Displays honesty

Avoids breaches of confidentiality and security

Takes action on identified corrupt deals



Assessment of Values



1. Identify strand, sub strand and learning outcomes that relate to integrity.
2. Identify or develop tasks to assess integrity.
3. Identify and develop the appropriate tool for assessing integrity
4. Present to the plenary.



THE END

