GRADE THREE   **ENVIRONMENTAL SCHEME GRADE THREE TERM TWO**

WEEK	LESSON	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY ENQUIRY QUESTIONS	LEARNING EXPERIENCE	LEARNING RESOURCES	ASSESSMENT METHOD	REFLECTION
1		**PREPARATION**							
2	1	**Environment and its resources**	**Energy: Heat** Sources of Heat	By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment	What are the sources of heat?	Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker, electric cooker, charcoal burner, traditional jiko, stove)	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Energy: Heat** Sources of Heat	By the end of the sub-strand, the learner should be able to: a) identify sources of heat in the environment	What are the sources of heat?	Learners to think, pair and share their experiences on sources of heat at home and community	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Energy: Heat** Sources of Heat	By the end of the sub-strand, the learner should be able to: a) match different sources of heat to their fuels in the environment	What are the sources of heat?	In groups, learners to match the different sources of heat with the fuels used (gas, electricity, charcoal, firewood, kerosene)	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Energy: Heat** Sources of Heat	By the end of the sub-strand, the learner should be able to: a)appreciate the different	What are the sources of heat?	Learners interact with parents or guardians to appreciate the	Realia Charts	Observation Oral Question Written	

				sources of heat in the community.		types of fuels used in the community and report back.		Question	
	5	**Environment and its resources**	**Energy: Heat** Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) identify uses of heat energy in the environment	How is heat energy used in daily life?	Learners to discuss uses of heat energy (warming, cooking, ironing, drying)	Realia Charts	Observation Oral Question Written Question	
3	1	**Environment and its resources**	**Energy: Heat** Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) use heat energy responsibly to promote conservation and safety	How is heat energy used in daily life?	Learners to use multimedia resources to find out uses on heat energy in daily life.	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Energy: Heat** Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: a) appreciate conservation of heat energy in daily life.	How is heat energy used in daily life?	In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying)	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Energy: Heat** Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) identify materials that can start fire in the house	What are the dangers of heat energy?	Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity)	Realia Charts	Observation Oral Question Written Question	

	4	**Environment and its resources**	**Energy: Heat** Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) identify dangers of heat energy at home	What are the dangers of heat energy? Which materials cause fire?	Learners are guided to identify common causes of fire.	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Energy: Heat** Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak.	How should we safely move away in case of a fire outbreak in the house?	Learners simulate safe ways of moving out of the house in case of a fire outbreak. Learners to develop "Dos" and "Don'ts "list during fire outbreaks. The list should be shared at school and at home.	Realia Charts	Observation Oral Question Written Question	
4	1	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean	How could we keep our market place clean?	Learners to visit a market place, explore the sanitation	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean	How could we keep our market place clean?	Learners to visit a market place, explore the sanitation Learners to observe cleaning activities at a market place from a video clip or photograph	Realia Charts		

	3	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) describe ways of keeping the market place clean	How could we keep our market place clean?	Learners to visit a market place, explore the sanitation Learners to observe cleaning activities at a market place from a video clip or photograph	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion	How could we keep our market place clean?	Learners to reflect think and share their experiences on the sanitation situation in the market place.			
	5	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion	How could we keep our market place clean?	Learners to discuss ways of keeping the market place clean. Learners to discuss the importance of keeping the market clean	Realia Charts	Observation Oral Question Written Question	
5	1	**Environment and its resources**	**Harmonious Living in the Community** Sanitation in the community	By the end of the sub-strand, the learner should be able to: a) participate in keeping the market place clean to promote social cohesion	How could we keep our market place clean?	Learners to discuss the role their parents or guardians play during a market cleaning days Learners to display posters	Realia Charts	Observation Oral Question Written Question	

						with persuasive messages during market cleaning days.			
	2	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of responding to strangers in the community	How could we respond appropriately to strangers?	Learners to listen actively to a relevant age appropriate case story on responding to strangers	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a) identify appropriate ways of responding to strangers in the community	How could we respond appropriately to strangers?	Learners to watch a video clip on how they could respond appropriately to strangers	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a) respond appropriately to strangers in the community	How could we respond appropriately to strangers?	In groups, learners to reflect, share and report back their experiences about responding to strangers	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a) respond appropriately to strangers in the community	How could we respond appropriately to strangers?	Learners are guided on how to use phone when in danger	Realia Charts	Observation Oral Question Written Question	
6	1	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a)take personal responsibility in keeping	How could we respond appropriately to strangers?	Learners to simulate ways of responding appropriately to strangers	Realia Charts	Observation Oral Question Written Question	

						safe to limit risks.			
	2	**Environment and its resources**	**Keeping safe in the community** Responding to strangers	By the end of the sub-strand, the learner should be able to: a)take personal responsibility in keeping safe to limit risks.	How could we respond appropriately to strangers?	Learners to find out from parents or guardians appropriate ways of responding to strangers.	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Keeping safe in the community** Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) identify safe places in the community	What are the safe places in the community?	Learners to discuss and identify safe places in the community	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Keeping safe in the community** Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) identify dangerous places in the community	What are the dangerous places in the community?	Learners to discuss and identify dangerous places in the community	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Keeping safe in the community** Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) identify dangerous places in the community	What are the dangerous places in the community?	Learners to do age appropriate community mapping to identify and mark the safe places and dangerous places	Realia Charts	Observation Oral Question Written Question	
7	1	**Environment and its resources**	**Keeping safe in the community**	By the end of the sub-strand, the learner should be able to: a) keep personal safety in	What are the dangerous places in the community?	Learners to recognize indications of	Realia Charts	Observation Oral Question Written	

		Safe and dangerous places in the community	the community		dangerous places and situations using the map		Question	
	2	**Environment and its resources**	**Keeping safe in the community** Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) respond appropriately to security threats in the community.	How could we respond to security threats in the community	Learners to respond appropriately to threats against safety	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Keeping safe in the community** Safe and dangerous places in the community	By the end of the sub-strand, the learner should be able to: a) respond appropriately to security threats in the community.	What are the dangerous places in the community?	Learners to discuss with their parents or guardians about dangerous places in the community and report back.	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Safe Travel** Basic road safety signs	By the end of the sub-strand, the learner should be able to: a) recognize basic road safety signs	How do basic road safety signs enable safe travel?	Learners to observe stimulus materials to recognize basic road safety signs (pedestrian crossing, stop sign, traffic lights)	Realia Charts	Observation Oral Question Written Question	
	5	**Environment and its resources**	**Safe Travel** Basic road safety signs	By the end of the sub-strand, the learner should be able to: a) recognize basic road safety signs	How do basic road safety signs enable safe travel?	Learners to visit a nearby road or children's park for a demonstration on appropriate use of the basic road	Realia Charts	Observation Oral Question Written Question	

						signs		
8	1	**Environment and its resources**	**Safe Travel** Basic road safety signs	By the end of the sub-strand, the learner should be able to: a) use basic road safety signs appropriately to enable safe travel	How do basic road safety signs enable safe travel?	Learners to play an educative multimedia game on basic road signs.	Realia Charts	Observation Oral Question Written Question	
	2	**Environment and its resources**	**Safe Travel** Basic road safety signs	By the end of the sub-strand, the learner should be able to: a) appreciate the use of basic road safety signs in enabling safe travel.	How do basic road safety signs enable safe travel?	Learners to ask their parents or guardian to take them on a safety walk around their neighborhood and report back.	Realia Charts	Observation Oral Question Written Question	
	3	**Environment and its resources**	**Environmental and cultural events in the community**	By the end of the sub-strand, the learner should be able to: a) state how cultural events promote environmental and social wellbeing in the community	What is the importance of environmental and cultural events?	Learners to use stimulus materials on cultural and environmental events in the community Learners to discuss on environmental and cultural events that promote social well being	Realia Charts	Observation Oral Question Written Question	
	4	**Environment and its resources**	**Environmental and cultural events in the community**	By the end of the sub-strand, the learner should be able to: a) participate in cultural events that promote environmental and social	How could we participate in environmental and cultural events in the community?	Learners are guided on how they could participate in events that promote	Realia Charts	Observation Oral Question Written Question	

				wellbeing in the community			environmental and social well being		
	5	**Social environment**	**Environmental and cultural events in the community**	By the end of the sub-strand, the learner should be able to: a) develop interest in environmental and cultural events that promote social wellbeing in the community.	How could we participate in environmental and cultural events in the community?	Learners to find out from elders, parents or guardians about environmental and cultural events that promote social wellbeing and report back.	Realia Charts	Observation Oral Question Written Question	
9	1	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (collection)	What activities could learners undertake to generate income from waste management?	Learners to identify ways of using waste to generate income (Collection)	Realia Charts	Observation Oral Question Written Question	
	2	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (sorting)	What activities could learners undertake to generate income from waste management?	Learners to identify ways of using waste to generate income (sorting)	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (Reducing)	What activities could learners undertake to generate income from waste management?	Learners to identify ways of using waste to generate income (Reducing)			
	4	**Social environment**	**Enterprise projects** Waste	By the end of the sub-strand, the learner should be able to:	What activities could learners undertake to	Learners to			

			management for income generation project at school.	a) Identify ways of using waste responsibly to generate income (Reusing)	generate income from waste management?	identify ways of using waste to generate income (Reusing)			
	5	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Identify ways of using waste responsibly to generate income (Recycling)	What activities could learners undertake to generate income from waste management?	Learners to identify ways of using waste to generate income (Recycling)	Realia Charts	Observation Oral Question Written Question	
10	1 & 2	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to observe varied stimulus materials in waste management activities to derive suitable activities for income generation	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to observe varied stimulus materials in waste management activities to derive suitable activities for income generation	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) determine suitable waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to discuss and identify suitable waste management activity that could	Realia Charts	Observation Oral Question Written Question	

					be undertaken by the class to generate income (age appropriate activity)			
11	1 & 2	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity)	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to discuss and identify suitable waste management activity that could be undertaken by the class to generate income (age appropriate activity)	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) participate in waste management activity to generate income at school	What activities could learners undertake to generate income from waste management?	Learners to implement the selected project for managing waste to generate income	Realia Charts	Observation Oral Question Written Question	

12	1 & 2	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) develop interest in undertaking income generating activities in waste management.	What activities could learners undertake to generate income from waste management?	Learners to Participate in the selected project for managing waste to generate income	Realia Charts	Observation Oral Question Written Question	
	3	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) develop interest in undertaking income generating activities in waste management.	What activities could learners undertake to generate income from waste management?	Learners to Participate in the selected project for managing waste to generate income	Realia Charts	Observation Oral Question Written Question	
	4 & 5	**Social environment**	**Enterprise projects** Waste management for income generation project at school.	By the end of the sub-strand, the learner should be able to: a) Participate in undertaking income generating activities in waste management.	What activities could learners undertake to generate income from waste management?	Learners to Participate in the selected project for managing waste to generate income	Realia Charts	Observation Oral Question Written Question	
13 & 14		**C.A.T**							