



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION

## **JUNIOR SECONDARY SCHOOL CURRICULUM DESIGN**

# **LIFE SKILLS EDUCATION**

## **GRADE 7**



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

First Published in 2022

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transcribed in any form or by any means; electronic, mechanical, photocopy, recording or otherwise, without the prior written permission of the publisher.

**ISBN: 978-9914-43-921-2**

Published and printed by Kenya Institute of Curriculum Development

## **FOREWORD**

The Government of Kenya is committed to ensuring that policy objectives for Education, Training and Research meet the aspirations of the Kenya Constitution 2010, the Kenya Vision 2030, National Curriculum Policy 2019, the United Nations Sustainable Development Goals (SDGs) and the Regional and Global conventions to which Kenya is a signatory. Towards achieving the mission of Basic Education, the Ministry of Education (MoE) has successfully and progressively rolled out the implementation of the Competency Based Curriculum (CBC) at Pre-Primary and Primary School levels. The roll out of Junior Secondary School (Grade 7-9) will subsequently follow as from 2023-2025.

The curriculum designs at this level build on competencies attained by learners at the end of the Primary School cycle. Further, they provide opportunities for learners to continue exploring and nurturing their potentials as they prepare to transit to Senior Secondary School.

The curriculum designs present National Goals of Education, essence statements, general and specific expected learning outcomes for the learning areas (subjects) as well as strands and sub strands. The designs also outline suggested learning experiences, key inquiry questions, core competencies, Pertinent and Contemporary Issues (PCIs), values, Community Service Learning (CSL) activities and assessment rubric.

It is my hope that all Government agencies and other stakeholders in Education will use the designs to plan for effective and efficient implementation of the CBC.

**PROF. GEORGE A. O. MAGOHA, EGH**  
**CABINET SECRETARY,**  
**MINISTRY OF EDUCATION**





## **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. The curriculum development process for any level of education involves thorough research, international benchmarking and robust stakeholder engagement. Through a systematic and consultative process, the KICD conceptualised the Competency Based Curriculum (CBC) as captured in the *Basic Education Curriculum Framework* (BECF), that responds to the demands of the 21<sup>st</sup> Century and the aspirations captured in the Kenya Constitution 2010, the Kenya Vision 2030, East African Community Protocol and the United Nations Sustainable Development Goals (SDGs).

KICD receives its funding from the Government of Kenya to enable the successful achievement of the stipulated 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. Therefore, the Institute is very grateful for the support of the Government of Kenya, through the MoE and the development partners for the policy, resource and logistical support. Specifically, special thanks to the Cabinet Secretary – MoE and the Principal Secretary – State Department of Early Learning and Basic Education.

We also wish to acknowledge the KICD curriculum developers and other staff, all teachers, educators who took part as panelists; the Semi-Autonomous Government Agencies (SAGAs) and representatives of various stakeholders for their roles in the development of the Grade 7 curriculum designs. In relation to this, we acknowledge the support of the –Chief Executive Officers of the Teachers Service Commission (TSC) and the Kenya National Examinations Council (KNEC) for their support in the process of developing these designs.

Finally, we are very grateful to the KICD Council Chairperson Prof. Elishiba Kimani and other members of the Council for very consistent guidance in the process. We assure all teachers, parents and other stakeholders that these curriculum designs will effectively guide the implementation of the CBC at Grade 7 and preparation of learners for Grade 8.

**PROF. CHARLES O. ONG’ONDO, PhD, MBS**  
**DIRECTOR/CHIEF EXECUTIVE OFFICER**  
**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**



## TABLE OF CONTENTS

<b>FOREWORD.....</b>	<b>i</b>
<b>PREFACE.....</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>iii</b>
<b>TABLE OF CONTENTS .....</b>	<b>iv</b>
<b>LESSON ALLOCATION .....</b>	<b>v</b>
<b>NATIONAL GOALS OF EDUCATION .....</b>	<b>vi</b>
<b>LEARNING OUTCOMES FOR MIDDLE SCHOOL.....</b>	<b>viii</b>
<b>ESSENCE STATEMENT .....</b>	<b>viii</b>
<b>SUBJECT GENERAL LEARNING OUTCOMES.....</b>	<b>ix</b>
<b>STRAND 1.0: PERSONAL MANAGEMENT SKILLS.....</b>	<b>1</b>
<b>STRAND 2.0: COMMUNITY SERVICE LEARNING (CSL).....</b>	<b>13</b>
<b>STRAND 3.0: INTERPERSONAL RELATIONSHIP SKILLS .....</b>	<b>18</b>
<b>STRAND 4.0: DECISION MAKING SKILLS .....</b>	<b>37</b>
<b>APPENDIX: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON- FORMAL ACTIVITIES .....</b>	<b>49</b>



## LESSON ALLOCATION

	<b>Subject</b>	<b>Number of Lessons Per Week (40 minutes per lesson)</b>
1.	English	5
2.	Kiswahili/KSL	4
3.	Mathematics	5
4.	Integrated Science	4
5.	Health Education	2
6.	Pre-Technical Studies	4
7.	Social Studies	3
8.	Religious Education	3
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
	<b>Total</b>	<b>45</b>



## 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.





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. Possess a sense of self-understanding and self-worth for holistic development.
2. Develop and maintain responsible personal and interpersonal relationships for harmonious living in society.
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.
6. Participate in an integrated CSL project within the community for mutual benefit and learning.



## STRAND 1.0: PERSONAL MANAGEMENT SKILLS

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





**Link to Other Subjects:**

- 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**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe self in relation to five dimensions of human beings.	Confidently describes self in relation to the five dimensions of a human being.	Describes self in relation to the five dimensions of a human being.	Fairly describes self in relation to the five dimensions of a human being.	Only with assistance describes self in relation to the 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 deals with common contemporary challenges for self-improvement and protection.	Deals with common contemporary challenges for self-improvement and protection.	Sometimes deals with common contemporary challenges for self-improvement and protection.	Only with assistance deals 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 (2 lessons)	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) explain the meaning of high and low self-esteem in persons,</p> <p>b) outline factors that influence their self-esteem,</p> <p>c) exhibit positive change in self-esteem in their day-to-day life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss in small groups and present in class what they understand by the term self-esteem,</li> <li>• use digital devices to search on the factors that influence self-esteem and present in class,</li> <li>• watch video clips on how to improve one’s self-esteem and discuss how they can enhance their self-esteem,</li> <li>• explore and note down a list of actions they would take to improve their self-esteem.</li> </ul>	<ol style="list-style-type: none"> <li>1. How can I improve my self-esteem?</li> <li>2. What shows that I am making progress in my life?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the learners learn ways of developing and improving their self-esteem.</li> <li>• Learning to learn: the learners explore ways of improving their self-esteem.</li> <li>• Critical thinking and problem solving: the learners take well thought out actions and steps to enhance self-esteem.</li> <li>• Digital literacy: the learners search for the factors that influence their self-esteem using digital devices.</li> <li>• Communication and collaboration: the learners discuss in small groups and do presentations in the class.</li> </ul>				



**Pertinent and Contemporary Issues (PCIs):**

- Guidance and counselling: consultations on issues surrounding growth and development enhance learners' self-esteem.
- Drugs and substance abuse: the learners' effort towards self-esteem keeps off the vulnerability of drug abuse.
- Terrorism, radicalization and violent extremism: the learners believe in their self-esteem reduces vulnerability.
- Peer pressure resistance and keeping off risky situations: the learners' exercise of self-confidence improves assertiveness in peer pressure management.

**Values:**

- Love: the learners positively appreciate their self-esteem from self-love.
- Respect: the learners work in groups and adopt unique action points for enhancing self-respect and individual self-esteem.
- Peace: the learners embrace self-acceptance and adopt action points for intrapersonal peace and growth.
- Responsibility: the learners take charge of their self-esteem and share with others 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.





<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the meaning of high and low self-esteem in persons.	Excellent explains the meaning of high and/or low self-esteem in persons.	Explains the meaning of high and/or low self-esteem in persons.	Fairly explains the meaning of high and/or low self-esteem in persons.	Hardly explains the meaning of high and/or low self-esteem in persons.
Ability to describe factors that influence their self-esteem.	Explicitly describes factors that influence their self-esteem.	Describes factors that influence their self-esteem.	To a certain extent describes factors that influence their self-esteem.	Only with assistance describes factors that influence their self-esteem.
Ability to exhibit positive change in self-esteem in their day-to-day life.	Confidently exhibits positive change in self-esteem in their day-to-day life.	Exhibits positive change in self-esteem in their day-to-day life.	Fairly exhibits positive change in self-esteem in their day-to-day life.	With prompts exhibits positive change in self-esteem in their day-to-day life.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 Personal Management Skills</b>	<b>1.3. Managing Emotions</b> <i>(2 lessons)</i>	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"> <li>• search using digital devices and discuss the meaning of the term emotional well-being,</li> <li>• role-play expressions of different emotions,</li> <li>• draw facial expressions depicting different types of emotions,</li> <li>• watch, analyse and discuss video clips depicting negative and positive expressions of emotions,</li> <li>• identify and list down places where psychosocial support systems could be found in the community.</li> </ul>	<ol style="list-style-type: none"> <li>1. What emotions do I experience in my high or low moments?</li> <li>2. How do I manage positive and negative emotions?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the learners role-play, learn, describe and appreciate expressions of different emotions.</li> <li>• Learning to learn: the learners watch, analyse and identify various ways of positively expressing their emotions.</li> <li>• Creativity and imagination: the learners draw facial expressions depicting some different types of emotions.</li> <li>• Critical thinking and problem solving: the learners analyse the consequences of various positive and negative emotions.</li> </ul>				



- 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 consequences of unmanaged emotions like stress affecting their health.
- 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe some types of emotions that are displayed in different situations.	Explicitly describes some types of emotions that are displayed in different situations.	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 manages emotions positively under different circumstances.	Manages different emotions positively under different circumstances.	Fairly manages emotions positively under different circumstances.	Only with help manages emotions positively under different circumstances.
Ability to analyse effects of negative emotions on self and others.	Critically analyses the effects of negative emotions on self and others.	Analyses effects of negative emotions on self and others.	Fairly analyses the effects of negative emotions on self and others.	With assistance analyses the effects of negative emotions on self and others.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>1.0 Personal Management Skills</b>	<b>1.4 Managing Stress</b> <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"> <li>• use digital devices to search for the meaning of the term stress,</li> <li>• discuss how stress affects them and present their views in class,</li> <li>• create and act skits on positive ways of managing stressful situations,</li> <li>• watch a video clip on stress management under different contexts, and discuss the experiences,</li> <li>• discuss the role of Guidance and Counselling services in stress management.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do I know when I am stressed?</li> <li>2. How can we manage stress in life?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Digital literacy: the learners use digital devices to search for the meaning of the term stress.</li> <li>• Imagination and creativity: the learners create and act skits on positive ways of managing stressful situations in their day to day lives.</li> <li>• Communication and collaboration: the learners discuss in groups and report in class in fluent and clear terms accordingly.</li> </ul>				



- 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.
- Non-communicable (lifestyles) diseases: 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 live with one another with minimal stress in the society.
- Health Education: the learners aspire to manage stress and 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to identify common sources of stress in their lives.	Confidently identifies common sources of stress in their lives.	Identifies common sources of stress in their lives.	Fairly identifies common sources of stress in their lives.	Only with prompts identifies common sources of stress in their lives.
Ability to discuss effects of stress in their day-to-day lives.	Explicitly 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 assistance discusses the effects of stress in their day-to-day lives.
Ability to manage stressful situations in their lives.	Consistently manages stressful situations in their lives.	Manages stressful situations in their lives.	Sometimes manages stressful situations in their lives.	Only with help manages stressful situations in their lives.



## STRAND 2.0: COMMUNITY SERVICE LEARNING (CSL)

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners to reflect, experience and learn from the community. The CSL project is expected to benefit the learner, the school and the local community. Life Skills Education in Grade seven (7) offers learners the opportunity of acquiring knowledge and skills on how to carry out a CSL project. It lays the foundation for the CSL projects to be undertaken in Grade 8 and 9. Learners will be allowed to practice the knowledge and skills acquired by undertaking a CSL activity/project in convenient groups. The guidelines for the activity are also provided in the curriculum designs for all the other subjects in Grade 7.

All learners in Grade 7 will therefore be expected to undertake an identified CSL project/activity as a class or in convenient groups. This activity may be done in 4 to 6 weeks' time outside the regular classroom time. Teachers will offer guidance to learners on the accomplishment of simple, but concrete CSL activity/project done in or outside the school.

Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>Community Service Learning</b> (2 lessons)	By the end of the CSL project, the learner should be able to: a) explain the importance of CSL in the community, b) illustrate the general steps of a CSL project/activity,	The learner is guided to: <ul style="list-style-type: none"> <li>brainstorm on the meaning of the terms community, community services, community service learning (CSL),</li> <li>discuss steps involved in carrying out a CSL project/activity: a) identification of a problem/gap/opportunity, b) designing solution(s) to the problem identified, c) drawing a plan to solve the identified</li> </ul>	<ol style="list-style-type: none"> <li>How can CSL contribute to community development?</li> <li>Why should I get involved in solutions to the gaps/challenges in society?</li> </ol>





	<p>c) identify a problem in the school community for CSL project,</p> <p>d) design solution(s) to the identified problem,</p> <p>e) develop a plan to solve the identified problem in the school community,</p> <p>f) implement solution(s) to the identified problem,</p> <p>g) share the CSL project report with relevant stakeholders,</p> <p>h) reflect on the learning and the CSL project done,</p> <p>i) appreciate participation in community services to address challenges for sustainable living.</p>	<p>problem, d) implementing the solution(s), and e) reflecting and reporting on the activity/project accomplished,</p> <ul style="list-style-type: none"> <li>● identify and brainstorm on problems in the school community for the class project,</li> <li>● discuss, confirm and adapt one problem for the class project,</li> <li>● search and discuss tools that may be used to collect data for CSL project (e.g. questionnaires, interviews, observation etc),</li> <li>● design way(s) of solving the problem identified by discussing possible solutions,</li> <li>● brainstorm and adopt the most appropriate solution to the problem,</li> <li>● develop a plan on how to implement the proposed solution for the identified problem,</li> <li>● carry out the project to implement the solution of the problem in the school community,</li> </ul>	
--	--	---	--



		<ul style="list-style-type: none"> <li>• present the report /product on the CSL activity through various media to peers and the school community,</li> <li>• discuss the strengths and weaknesses of the implemented project and lessons learnt</li> <li>• reflect on how the project enhanced own learning while at the same time facilitated service on an issue in the school community.</li> </ul>	
--	--	--	--

**Key Component of CSL developed:**

- Identification of a problem in the community.
- Designing solution(s) to the identified problem.
- Planning to implement the proposed solution(s).
- Implementing the solution(s).
- Reflecting and reporting on the activity/project done.

**Core Competencies to be developed:**

- Communication and collaboration: Learners discuss and brainstorm in the process of problem/gap identification in the community.
- Critical Thinking and Problem Solving: Learners authenticate and design solution to the identified problem in the community.
- Self-efficacy: Learners develop self-awareness skills as they consider the steps in a CSL project.



- Values:**
- Integrity: learners prudently use resources in the implementation of CSL project.
  - Respect: learners discuss, search, plan and implement the project in the community respectively as a group.
  - Responsibility: learners account for the resources used in the concluded project/activity.

**Link to other Subjects:**  
 Varieties of subjects as they provide PCIs and knowledge to undertake CSL activities.

<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to explain the importance of community service learning (CSL).	Comprehensively explains the importance of community service learning (CSL).	Explains the importance of community service learning (CSL).	Partially explains the importance of community service learning (CSL).	Only with assistance explains the importance of community service learning (CSL).
Ability to illustrate the general steps of a CSL project/activity.	Thoroughly illustrates the general steps of a CSL project/activity	Illustrates the general steps of a CSL project/activity.	Fairly illustrates the general steps of a CSL project/activity.	Only with cues illustrates the general steps of a CSL project/activity.
Ability to identify a problem in the school community for CSL project.	Excellent identifies a problem in the school community for CSL project.	Identifies a problem in the school community for CSL project.	Fairly identifies a problem in the school community for CSL project.	With assistance identifies a problem in the school community for CSL project.



Ability to design solution(s) to the identified problem.	Creatively designs solution(s) to the identified problem.	Designs solution(s) to the identified problem.	Fairly designs solution(s) to the identified problem.	With help designs solution(s) to the identified problem.
The ability to draw a plan to solve the identified problem in the community.	Excellently draws a plan to solve the identified problem in the community.	Draws a plan to solve the identified problem in the community.	Fairly draws a plan to solve the identified problem in the community.	With assistance draws a plan to solve the identified problem in the community.
The ability to implement solution(s) to the identified problem.	Thoroughly implements solution(s) to the identified problem.	Implements solution(s) to the identified problem.	Fairly implements solution(s) to the identified problem.	With help implements solution(s) to the identified problem.
Ability to share the CSL project report with relevant stakeholders.	Confidently shares the CSL project report with relevant stakeholders.	Shares the CSL project report with relevant stakeholders.	Fairly shares the CSL project report with relevant stakeholders.	With help shares the CSL project report with relevant stakeholders.
Ability to reflect on the learning and the CSL project done.	Thoroughly reflects on the learning and the CSL project done.	Reflects on the learning and the CSL project done.	Fairly reflects on the learning and the CSL project done.	With cues reflects on the learning and the CSL project done.



## STRAND 3.0: INTERPERSONAL RELATIONSHIP SKILLS

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.1 Healthy Relationships</b> <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe the types of relationships in their lives,</li> <li>build healthy relationships in their day-to-day lives,</li> <li>appreciate the importance of value-based relationships in their lives.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>draw a circle of levels of relationships and share with their peers in class,</li> <li>discuss in pairs the level of their closeness with one pre-identified relative and make a class presentation,</li> <li>use digital devices to search on relationship building skills,</li> <li>present skits that depict the benefits of healthy relationships.</li> </ul>	<ol style="list-style-type: none"> <li>How should we relate to different people?</li> <li>How can we build healthy relationships in day-to-day?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: the learners discuss the different types of relationships in their lives.</li> <li>Digital literacy: the learners use digital devices to search for information on ways of building healthy relationships.</li> <li>Learning to learn: the learners explore various strategies of building healthy relationships in the community.</li> <li>Citizenship: the learners appreciate the importance of staying in healthy relationships with one another in the community.</li> </ul>				



**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: the learners study and discuss various relationships between different persons in the religious learning materials like Bible, Quran etc.

**Assessment Rubric**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Confidently builds healthy relationships in their lives.	Builds healthy relationships in their lives.	Partly builds healthy relationships in their lives.	Hardly builds healthy relationships in their lives.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.2. Effective Communication (1 lesson)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>communicate effectively in different situations,</li> <li>show characteristics of effective verbal and non-verbal communication,</li> <li>use media responsibly in different contexts,</li> <li>value effective communication in different situations.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>use digital devices to search for the meaning of effective communication,</li> <li>play games that promote development of effective communication skills,</li> <li>discuss the benefits of effective communication and make class presentation,</li> <li>watch video clips and analyse the effects of irresponsible use of media,</li> <li>research on effective ways of verbal and non-verbal communication.</li> </ul>	<ol style="list-style-type: none"> <li>Why do we communicate?</li> <li>How can I use the media responsibly?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Digital literacy: the learners use digital devices to search for meanings and watch video clips on effective communication.</li> <li>Communication and collaboration: the learners engage in group discussions and present the collaborated findings.</li> <li>Learning to learn: the learners learn about responsible use of media as well as characteristics of effective verbal and non-verbal communication.</li> <li>Critical thinking and problem solving: the learners search, discuss and analyse various tasks on effective communication.</li> </ul>				



<b>Pertinent and Contemporary Issues (PCIs):</b>				
<ul style="list-style-type: none"> <li>• Social Cohesion: the learners engage in effective communication with one another in the school community</li> <li>• Radicalization, terrorism and violent extremism: the learners’ practice to communicate effectively as individuals and as groups on a wide topic like security concerns and bullying in schools.</li> </ul>				
<b>Values:</b>				
<ul style="list-style-type: none"> <li>• Responsibility: the learners acquire skills for responsible use of media in the community.</li> <li>• Unity: the learners interact, cooperate and engage in group work in the promotion of effective communication.</li> </ul>				
<b>Link to Other Subjects:</b>				
<ul style="list-style-type: none"> <li>• Religious Education: the learners learn virtues of living harmoniously through effective communication.</li> <li>• Social Studies: the learners learn to listening and speaking with one another, enhancing social co-existence in the society.</li> <li>• Health Education: the learners effectively communicate on their health, personal hygiene and resistance to drug and substance abuse.</li> </ul>				
<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Prudently uses media in different contexts.	Uses media responsibly in different contexts.	To some extent uses media responsibly in different contexts.	With prompts uses media responsibly in different contexts.





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.3 Negotiation Skills</b> <i>(1 lesson)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe different situations that require negotiation in day-to-day life,</li> <li>b) analyse other life skills that enhance negotiations during their social interactions,</li> <li>c) display values that enhance negotiations in their day- to-day life,</li> <li>d) appreciate the need for negotiation skills in day-to-day life.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital devices in pairs to search for the meaning of the term negotiation and make presentations to the class,</li> <li>• role-play different situations that require negotiation,</li> <li>• watch video clips that depict values and other skills that enhance negotiation in different situations, and discuss them in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why should I negotiate?</li> <li>2. What skills do I need in negotiation?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Communication and collaboration: the learners engage in role-playing in negotiation in different situations.</li> <li>• Critical thinking and problem solving: the learners simulate negotiation process in different situations in the community</li> <li>• Creativity and imagination: the learners visualize how they can create consensus during a negotiation.</li> <li>• Digital literacy: the learners use digital devices to search for the meaning of term in negotiation on the internet.</li> </ul>				



**Pertinent and Contemporary Issues (PCIs):**

- Radicalization, terrorism and violent extremism: the learners use the negotiation skills to avoid being recruited.
- Human trafficking: the learners discuss scenarios requiring creative negotiation such as with a human trafficker to avoid negative consequences.
- Harmful cultural practises: the learners resist harmful cultural practices such as female genital mutilation, early marriages, beading and sex outside marriage.

**Values:**

- Respect: the learner's practice negotiating politely, ceding space as may be necessary and working for win-win situations.
- Love: 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 appreciate 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Fairly 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 enhance negotiations during their social interactions.	Critically analyses other life skills that enhance negotiations during their social interactions.	Analyses other life skills that enhance negotiations during their social interactions.	To some extent analyses other life skills that enhance negotiations during their social interactions.	Only with help analyses other life skills that 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.	With prompts displays values that enhance effective negotiation.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.4 Non-violent Conflict Resolution</b> <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) describe ways of making peace with self under different circumstances,</li> <li>b) apply different peaceful conflict resolution strategies in a social environment,</li> <li>c) engage in peacebuilding relationships and activities in the society,</li> <li>d) appreciate the need for promoting a culture of peace with self and others in the society.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>• use digital or other alternative devices to search for the meaning of the term non-violent conflict resolution,</li> <li>• discuss ways of making peace with self and present results in class,</li> <li>• role-play peacebuilding scenarios and discuss the experiences in the class,</li> <li>• watch a video on peacebuilding initiatives and discuss the experiences,</li> <li>• organize appropriate peace-promoting activities like peace caravans, peace corners in school and/or in the community.</li> </ul>	<ol style="list-style-type: none"> <li>1. How do I resolve a conflict?</li> <li>2. How will I know when the conflict is over?</li> </ol>



**Core Competencies to be developed:**

- 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.

**Pertinent and Contemporary Issues (PCIs):**

- 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.

**Values:**

- Respect: the learners engage in peacebuilding activities in the school community.
- Peace, love and unity: the learners interact with others in peacebuilding initiatives.
- Social justice: the learners engage and commit to peaceful conflict resolutions in the community.

**Link to Other Subjects:**

- Social Studies: the learners practise and commit to peaceful co-existence in their interactions.
- Integrated Science: the learners make peace with self and the environment around.
- Health Education: the learners strive to maintain a healthy relationship with self and the environment.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Only with help 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 prompt 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 cues engages in peacebuilding relationships and activities in the society.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.5 Assertiveness (2 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe situations that require assertiveness in their day-to-day lives,</li> <li>b) explain the process of becoming assertive for personal growth and protection,</li> <li>c) display assertiveness in their daily interactions,</li> <li>d) exhibit values as they practice assertiveness in their social interactions.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• use digital media to search for the meaning of assertiveness and share in class,</li> <li>• discuss various situations in day-to-day life that require assertiveness,</li> <li>• role play scenarios in school, home or at the community depicting assertiveness, then make reflections in class,</li> <li>• engage in question and answer sessions on the process of developing assertive messages,</li> <li>• journalise some incidences in their life from the recent past when they applied assertiveness, then share their experiences in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. When should I be assertive?</li> <li>2. What shows that I am assertive?</li> </ol>



**Core Competencies to be developed:**

- Learning to learn: the learners sharpen their skills as they engage in question and answer sessions on the process 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 incidences that require assertiveness such as matters of substance abuse.
- Guidance and counselling: the learners receive support and build on their assertive rights like the right to say NO in the community.
- Countering violent extremism, terrorism and radicalization: the learners through exercising bold and assertive behaviour move away from negative influences in the community.

**Values:**

- Responsibility: the learners take accountable and assertive decisions in a non-threatening manner.
- Unity: the learners role-play scenarios that require assertiveness in real-life situations and make reflections.
- 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 their stand on life issues.
- Sports and Physical Education: learners communicate assertively in different ways with team members during sport activities.





<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Describes situations that require assertiveness in their day- to-day lives.	Fairly describes situations that require assertiveness in their day- to-day lives.	Only with assistance describes situations that require assertiveness in their day-to-day lives.
Ability to explain the process of becoming assertive for personal growth and protection.	Confidently explains the process of becoming assertive for personal growth and protection.	Explains the process of becoming assertive for personal growth and protection.	Fairly 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.	Consistently displays assertiveness in their daily interactions.	Displays assertiveness in their daily interactions.	Sometimes displays assertiveness in their daily interactions.	Only with prompts 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 values as they practice assertiveness in their social interactions.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.6 Empathy (1 lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe situations that require empathy in their day-to-day lives,</li> <li>b) empathise in different ways in their day-to-day lives,</li> <li>c) appreciate the need for values in developing empathy,</li> <li>d) value empathy as an important skill in social interactions.</li> </ol>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• discuss scenarios that require empathy in their day-to-day lives,</li> <li>• watch a video and discuss different ways of cultivating empathy,</li> <li>• role-play scenarios that depict values necessary for cultivating empathy,</li> <li>• discuss values that foster the development of empathy in their lives,</li> <li>• share and analyse real life situations in which empathy has been demonstrated in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do I empathise with others?</li> <li>2. How is empathetic listening different from other listening?</li> <li>3. What would I require to empathise effectively?</li> </ol>



**Core Competencies to be developed:**

- Digital literacy: the learners search for case studies online that depict empathy.
- Communication and collaboration: the learners discuss scenarios that require empathy.
- Imagination and creativity: the learners role-play scenarios depicting values that enhance the development of empathy.
- Citizenship: the learners practise empathy in the community.
- 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 affection and empathy in their day to day life.
- Peace: the learners empathise with one another in peaceful and calm environment.
- Responsibility: the learners empathise with others in different situations of need.

**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 empathise in different situations occasioned by different result or outcomes during sports.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe situations that require empathy in their day-to-day lives.	Explicitly describes situations that require empathy in their day-to-day lives.	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.	Consistently empathises in different ways in their day-to-day lives.	Empathises in different ways in their day-to-day lives.	Fairly empathises in different ways in their day-to-day lives.	Only with prompts empathise in different ways in their day-to-day lives.
Ability to value empathy as an important skill in social interactions.	Confidently values empathy as an important skill in social interactions.	Values empathy as an important skill in social interactions.	Fairly values empathy as an important skill in social interactions.	Hardly values empathy as an important skill in social interactions.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.7 Managing Peer Influence</b> <i>(2 lessons)</i>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe positive peer influences in school and the community,</li> <li>analyse forms of peer pressure in day-to-day life,</li> <li>manage peer influences in their interactions.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>discuss positive and negative peer influences and present them to the class,</li> <li>watch and analyse video clips on situations that require assertiveness to manage peer pressure,</li> <li>discuss some negative behaviours from peer pressure that require assertiveness and make presentations in class,</li> <li>act out skits exhibiting values that enhance positive peer pressure.</li> </ul>	<ol style="list-style-type: none"> <li>What are my peer pressure risk factors?</li> <li>How would I encourage positive peer pressure in my life?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>Communication and collaboration: the learners discuss in groups on positive and negative peer influences.</li> <li>Self-efficacy: the learners act out and make presentations in class on peer influences.</li> <li>Critical thinking and problem-solving: the learners identify challenging situations within peer circles requiring assertiveness.</li> <li>Digital literacy: the learners watch video clips on situations that require assertiveness to manage peer influence.</li> </ul>				



**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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe positive peer influences in school and in the community.	Confidently describes positive peer influences in school and in the community.	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.	Critically analyses forms of peer pressure in day-to-day life.	Analyses forms of peer pressure in day-to-day life.	Fairly analyses forms of peer pressure in day-to-day life.	With cues 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 4.0: DECISION MAKING SKILLS

Strand	Sub - Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.0 Decision-Making Skills</b>	<b>4.1 Decision-Making Process</b> <i>(1 lesson)</i>	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"> <li>• search using digital devices the meaning of decision-making processes and present in class,</li> <li>• explore and analyse situations that require decision-making,</li> <li>• engage in puzzles and games like chess that demand multiple decisions to solve problems.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why do I make my decisions?</li> <li>2. How has effective decision-making helped me in my life?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking and problem-solving skills: the learners explore situations that require effective decision-making.</li> <li>• Self-efficacy: the learners role-play and make presentations in class on decision-making situations.</li> <li>• Learning to learn: the learners discuss situations that require multiple decisions.</li> <li>• Digital literacy: the learners use digital devices to search for puzzles that utilize multiple decisions.</li> </ul>				





**Pertinent and Contemporary Issues (PCIs):**

- 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Describes decision-making process that leads to desirable actions or behaviour.	Fairly describes decision- making process that leads to desirable actions or behaviour.	With prompts 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.	With prompts 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
<b>4.0 Decision-Making Skills</b>	<b>4.2 Critical Thinking (2 Lessons)</b>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) describe different situations that require critical thinking in their day-to-day lives,</p> <p>b) apply critical thinking in their day-to-day lives,</p> <p>c) appreciate the need for critical thinking in their everyday life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• solve number or word puzzles and discuss how critical thinking was applied,</li> <li>• use digital devices to search for scenarios or case studies that show enhancement of critical thinking and present in class,</li> <li>• role-play scenarios that require critical thinking skills and discuss the importance of being critical,</li> <li>• discuss common instances that depict challenges in time management in the school community and note them down.</li> </ul>	<ol style="list-style-type: none"> <li>1. What shows I am a consistent critical thinker?</li> <li>2. What shows that I manage my time well?</li> </ol>



**Core Competencies to be developed:**

- Critical thinking and problem solving: the learners solve different number or word puzzles in class requiring 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**

<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
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.	Only with assistance describes different situations that require critical thinking in their day- to-day lives.
Ability to apply critical thinking in their day-to-day lives.	Consistently 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.	With prompts exhibits attitudes that enhance critical thinking.



Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.0 Decision-Making Skills	4.3. Creative Thinking Skills (2 lessons)	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"> <li>• use digital devices or other alternatives to search for the meaning of the term creative thinking,</li> <li>• play games such as the jigsaw puzzle, snake and ladder and other relevant games that promote creativity,</li> <li>• read and discuss real-life stories from selected hard or soft copies, and identify creativity in class,</li> <li>• watch video clips on fostering values in creativity, and discuss in class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Why is creative thinking important for me?</li> <li>2. How can I be a good creative thinker?</li> </ol>
<p><b>Core Competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>• Self-efficacy: the learners reflect on managing real-life situations that require creativity and a good imagination.</li> <li>• Creativity and imagination: the learners identify and chooses effective ideas and suggestions for actions using creative skills.</li> <li>• Communication and collaboration: the learners engage, work and play creative games together.</li> <li>• Digital literacy: the learners search for the meaning of term creative thinking using digital devices.</li> <li>• Learning to learn: the creativity is a skill that can be developed on a daily basis.</li> </ul>				



**Pertinent and Contemporary Issues (PCIs):**

- Safety and security issues: the learners access safe online content creatively.
- Environmental conservation: 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.

**Values:**

- Social cohesion: the learners play creative games that promote unity and one purpose.
- Respect: the learners work harmoniously in groups on creative thinking skills.
- Social justice: the learners creatively and proportionally share learning materials in the learning community.

**Link to Other Subjects:**

- 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe different situations that require creative thinking.	Comprehensively describes situations that require creative thinking.	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.





Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
<b>4.0 Decision-Making Skills</b>	<b>4.4 Problem-Solving Skills (2 lessons)</b>	By the end of the sub-strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe the term problem-solving as it relates to day-to-day life,</li> <li>demonstrate ways of solving problems in their day-to-day lives,</li> <li>exhibit values necessary for problem solving in their day-to-day lives.</li> </ol>	The learner is guided to: <ul style="list-style-type: none"> <li>buzz on the meaning of problem-solving,</li> <li>discuss problems they face in their lives and make presentations in class,</li> <li>search using digital devices the steps used in problem-solving, and present in class,</li> <li>explore and analyse real-life stories depicting poor and excellent problem-solving skills and discuss in class,</li> <li>perform skits on problem solving and discuss the values displayed in class.</li> </ul>	<ol style="list-style-type: none"> <li>What guides me when solving my problems in life?</li> <li>Why are skills of problem solving important in my life?</li> </ol>
<p><b>Core Competencies to be Developed:</b></p> <ul style="list-style-type: none"> <li>Self-efficacy: the learners identify and attempt to solve their problems in their day to day lives to their satisfaction.</li> <li>Creativity and imagination: the learners demonstrate different ways of overcoming problems.</li> <li>Critical thinking and problem solving: the learners explore and identify different steps in problem-solving.</li> </ul>				



**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 viable 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.



<b>Assessment Rubric</b>				
<b>Indicator</b>	<b>Exceeds Expectation</b>	<b>Meets Expectation</b>	<b>Approaches Expectation</b>	<b>Below Expectation</b>
Ability to describe the term problem-solving as it relates to day-to day life.	Explicitly 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.	Fairly describes the term problem-solving as it relates to day-to day life.	With cues 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.	Only with prompts exhibits values that influence problem-solving.



**APPENDIX: SUGGESTED ASSESSMENT METHODS, SUGGESTED LEARNING RESOURCES AND NON-FORMAL ACTIVITIES**

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



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



<b>2.0 Community Service learning (CSL)</b>	<b>CSL Project/activity</b>	a) Oral questions. b) Check lists. c) Project work. d) Observation. e) Peer assessments. f) Self-evaluation. g) Group work. h) Accomplished projects.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Drawing charts.</li> <li>• Note books etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in CSL project.</li> </ul>
<b>3.0 Interpersonal Relationship Skills</b>	<b>3.1 Healthy Relationships</b>	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"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Story telling.</li> <li>• Note books.</li> <li>• Drawing charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Composing patriotic songs and singing them.</li> </ul>



	<b>3.2 Effective Communication</b>	a) Oral questions. b) Observations. c) Written tests. d) Group tasks.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing and displaying charts on directions.</li> <li>• Update notice boards.</li> </ul>
	<b>3.3. Negotiation Skills</b>	a) Oral questions. b) Observations. c) Written tests.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose poems on peace building.</li> </ul>



	<b>3.4 Non-violent Conflict Resolution</b>	a) Oral questions. b) Observation. c) Written tests. d) Checklists. e) Anecdotal records. f) Project.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-playing social values of various cultural groups.</li> <li>• Conduct civic dialogue in the school on peace keeping.</li> </ul>
	<b>3.5 Assertiveness</b>	a) Oral questions. b) Observation. c) Written tests. d) Checklists.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Journaling.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in debates.</li> </ul>





	<b>3.6 Empathy</b>	a) Oral questions. b) Written tests. c) Project work. d) Observation. e) Peer assessments. f) Self-valuation. g) Group work.	<ul style="list-style-type: none"> <li>• Vetted digital resources-TV/video/films/slides/Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	Visit and empathise with different people in school/community.
	<b>3.7 Managing Peer Influence</b>	a) Oral questions. b) Observation. c) Written tests. d) Checklists. e) Anecdotal records. f) Project Group work.	<ul style="list-style-type: none"> <li>• Vetted digital resources-TV/video/films/slides/Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Draw charts.</li> <li>• Note books.</li> </ul>	Act out skits on peer influences.



<b>4.0 Decision-Making Skills</b>	<b>4.1 Decision-Making Process</b>	(a) Oral questions. (b) Written tests. (c) Observations.	<ul style="list-style-type: none"> <li>• Vetted digital resources-TV/video/films/slides/Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Drawing charts.</li> <li>• Note books.</li> <li>• Mind games such as word puzzles, chess, cards etc.</li> </ul>	Participate in mind games such as filling puzzles, cross-words, cards, chess etc.
	<b>4.2 Critical Thinking Skills</b>	a) Checklist. b) Project. c) Written tests. d) Oral questions. e) Oral questions.	<ul style="list-style-type: none"> <li>• Vetted digital resources-TV/video/films/slides/Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Drawing charts.</li> <li>• Note books.</li> <li>• Mind games such as word puzzles, chess, cards etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and recite poems on pertinent issues in life.</li> </ul>



	<b>4.3. Creative Thinking Skills</b>	a) Oral questions. b) Written tests. c) Portfolio. d) Project.	<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Drawing charts.</li> <li>• Note books.</li> <li>• Mind games such as word puzzles, chess, cards etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in debates or discussions on pertinent issues in life.</li> <li>• Participate in CSL project.</li> </ul>
	<b>4.4. Problem-Solving Skills</b>		<ul style="list-style-type: none"> <li>• Vetted digital resources- TV/video/films/slides/ Internet sources.</li> <li>• Approved textbooks and other printed resources.</li> <li>• Library.</li> <li>• Display boards.</li> <li>• Drawing charts.</li> <li>• Note books.</li> <li>• Mind games such as word puzzles, chess, cards etc.</li> </ul>	Share real life stories on problem solving.



