

Environmental Science Syllabus
Grade 1

General Objectives of Grade 1 Environmental Science

1. To develop understanding and acquire knowledge of:

- names of external body parts and their functions
- the three basic human needs and their importance
- common diseases and their prevention methods
- the five sense organs and their functions
- sources of light, sound, color, taste and smell
- their immediate family members and their occupations
- farming as a source of food they eat, names of crops and crop products at their homes
- different types of clothing and shelters and materials that clothes and shelters are made up of
- names of some household materials, their uses and the materials they are made up of
- common road accidents and their prevention methods
- location of their home, school and kebele and activities of their school
- importance of transportation and traditional and modern transport
- the uses of trees, small plants and animals
- importance of work

2. To develop skills and abilities of:

- caring for their external body parts
- classifying materials as coarse and fine, smooth and rough by touching
- taking care of crops and some household materials
- exploring the school compound
- good personal relationship at schools
- constructing kites, common shapes and figures and wind turbines using paper and soil (mud)
- grouping plants into trees and small plants and taking care for them
- grouping animals into domestic and wild and taking care for them
- grouping types of work into private and governmental
- working in groups, cooperating with each other and respect and love for each other
- demonstrating scientific enquiry skills: Observing, questioning, communicating, making models, working cooperatively and classifying

3. To develop the habit and attitude of:

- conforming to good personal relationships at school home and neighborhood
- respect for rules and regulations of the school home and neighborhood
- respect and love for work at their own level
- working in groups, cooperating with each other and respect and love for each other

Unit 1: Ourselves (57 periods)

Unit Outcomes: Students will be able to:

- name and show external body parts, tell their function and care for them
- list the three basic human needs and explain their importance
- list some common diseases and demonstrate their prevention methods
- name the five sense organs, explain their functions and make relevant observations using them
- identify some sources of light, sound, color, taste and smell through simple activities
- demonstrate scientific enquiry skills along the unit: Observing, questioning, communicating and working cooperatively.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • name their external body parts • show their external body parts • tell the functions of their external body parts • care for the external body parts of their bodies • list the three basic human needs • explain the importance of each of the three basic human needs 	<p>1. Ourselves</p> <p>1.1 Our external body parts (10 periods)</p> <ol style="list-style-type: none"> 1. External body parts 2. Functions of external body parts 3. Care of the external parts of the body <p>1.2 Our basic needs (8 periods)</p> <ol style="list-style-type: none"> 1. The three basic human needs 2. Importance of these needs 	<p>External parts should include: the head, hair, ears, eyes, nose, mouth, hands, fingers, chest, abdomen, waist, legs, knees, and feet.</p> <p>Let the Students identify the external body parts by using models and charts and their own body parts</p> <p>Students should describe the functions of the body parts. This could be made into a game in which a child describes the function of a body part and the rest of the class has to guess which body part is being described.</p> <p>Taking care of the body should include:</p> <ul style="list-style-type: none"> • Washing hands, hair, face and feet • Taking regular baths or showers • Combing hair daily • Cleaning teeth daily • Keeping the nose and ears clean • Cutting nails regularly <p>Use case-studies to explain the harm caused by not keeping body parts clean. Let Students discuss the case studies and give some of their own examples. Let them practice exercises in which they clean their bodies such as brushing their teeth using wooden twigs. Repeat this for other parts of their bodies.</p> <p>Explain to Students that food, clothing and shelter are the three basic needs of humans. Let Students give examples of different foods, different types of clothing and different forms of shelter. Get Students to discuss what would happen to them if any one of these human needs was withheld from them.</p> <p>Explain to Students that humans need food to help them grow, to make them strong and to give them energy. Get Students to name some of the foods that they eat. Ask them to name their favorite food.</p>

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • name some common diseases that might affect them • describe precautions that help to avoid these diseases 	<p>1.3 Common diseases that affect us (11 periods)</p> <ol style="list-style-type: none"> 1. Common diseases 2. AIDS 3. Prevention of diseases <ul style="list-style-type: none"> • Responsibility to others not to spread diseases such as colds and dysentery 	<p>Ask Students to state some of the reasons why we need clothing. Summarize by telling Students that clothes are needed for protection from the weather (cold, sunlight, rain), to cover the body and to improve personal appearance.</p> <p>Ask Students to name the raw materials which are used to make clothes. These should include cotton, wool, leather and nylon. In small groups Students should discuss which types of clothing are suitable for wearing in different seasons.</p> <p>Ask Students to state some of the reasons why we need shelter. Summarize by telling.</p> <p>Students that shelter is needed for protection from the weather (cold, sunlight, rain, wind) and from harmful wild animals.</p> <p>Ask Students to name the materials used to build shelters in their locality. This could include grass, wood, iron sheet, bricks, mud, cement and sand.</p> <p>Let Students conduct a survey of the school and some other local buildings to see what materials have been used in their construction.</p> <p>Common diseases should be restricted to those which will be familiar to Students such as the common cold, ascariasis, malaria and dysentery. Make a list of the diseases that are familiar to Students.</p> <p>Ask Students if they or anyone in their family has every suffered from these diseases. Add the number for each disease so that Students can see which is the most common, and which is the least common, disease in their locality.</p> <p>Students may not be familiar with AIDS. Describe this as a condition that is fatal and has no cure.</p> <p>Use the examples above to start a discussion about how Students can avoid catching diseases. For each disease challenge Students to think of a suitable precaution.</p> <ul style="list-style-type: none"> • The common cold is spread in their air. How can we avoid a cold? We cannot stop breathing air but we can ensure the air is clean by having rooms properly ventilated. • Dysentery is spread in body waste. How can we avoid dysentery? We must wash our hands thoroughly after we have been to the toilet and not eat food offered by people with dirty hands. • Malaria is spread by insects. How can we avoid malaria? We can sleep under nets and not leave stagnant pools of water where mosquitoes breed. • AIDS is spread in blood. How can we avoid AIDS? We should avoid blood contact with other people and sharp objects contaminated with blood.

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • name the five sense organs • explain the function of sense organs • identify common sources of light • identify at least seven colors • make relevant observations using the sense of sight • identify common sources of sound • make relevant observations using the sense of hearing • describe the tastes of common substances • make relevant observations using the sense of taste • describe objects as coarse or smooth and as warm or cold by touch • make relevant observations using the sense of smell 	<p>1.4 The five sense organs (28 periods)</p> <ol style="list-style-type: none"> 1. Names of sense organs 2. The general function of sense organs 3. The eyes <ul style="list-style-type: none"> • Seeing light sources • Identify color 4. The ears <ul style="list-style-type: none"> • Identifying common sounds 5. The tongue <ul style="list-style-type: none"> • The taste of common substances 6. Function of the nose <ul style="list-style-type: none"> • The smell of common substances 	<p>Explain what sense organs are and state their names. Get Students to point at, name and explain the function of each of the sense organs</p> <p>Let students name some sources of light from their own experience. Show student some different sources of light by using pictures and real objects such as a candle, a flash light (torch), lamp, burning wood, electric light, sun and moon. Students should name these sources of light.</p> <p>Show Students different colored objects such as cards, flowers, leaves, clothing and other objects and materials. Students should name the color each time.</p> <p>Demonstrate how to prepare colors from plants. Students should work in small groups to prepare colors from leaves and plants</p> <p>Allow Students to listen to as many different sounds as possible from different sources. These could include domestic animals, wild animals, machines, cars, airplanes, musical instruments and people. Students should identify different sounds. Point out to Students that people make different sounds when they are happy, sad, angry, excited, stressed etc. Let Students practice imitating animal sounds and the different sounds people make to show different moods.</p> <p>Explain to Students that the tongue is the sense organ we use to taste food substances. Let them discuss the different tastes of different substances including sweet, bitter, salty and sour. Point out that taste allows us to identify different substances. Students should give examples of foods that have these tastes.</p> <p>Use role play to tell Students the dangers of tasting substances they do not know. Emphasize that this might poison them. Get Students to use role play to demonstrate the possible result of eating something poisonous.</p> <p>Explain to Students that the nose is the organ of smell. Ask Students how different substances can be identified by their smell. Get them to give examples of substances which have characteristic smells, some pleasant and some unpleasant.</p> <p>Use role play to tell Students the dangers of smelling substances they do not know. Emphasize that this might make them cough or poison them. Get Students to use role play to demonstrate the possible result of smelling something unpleasant or poisonous.</p>

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the competencies, to determine whether the student has achieved the minimum required level.

Students at minimum requirement level

A student working at the minimum requirement level will be able to: name and show the external parts of their bodies and sense organs and describe their functions and how they keep them clean; list and give a simple explanation of the basic needs of people; list the raw materials used to make clothing and shelters; name the types of clothing suitable for different seasons; name several common diseases and know how to avoid some of them; identify different sources of light, colors and sounds; prepare

different colors using leaves and flowers; be aware of the dangers of tasting and smelling unknown substances; identify a small number of common substances by tasting, smelling and touching.

Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 2: Our family (48 periods)

Unit Outcomes: Students will be able to:

- list their immediate family members and mention their occupations
- cite farming as a source of food they eat, name crops or crop products at their home and care for crops
- show materials that clothes and shelters are made up of and identify different types of clothing and shelters
- name some household materials, tell their uses and the materials they are made up of and care for them
- demonstrate scientific enquiry skills along the unit: Observing, questioning, communicating, working cooperatively and classifying.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • list their family members • state the occupations of their family members • demonstrate helpfulness, kindness and responsibility to other family members • identify farming as a source of food they eat • name crops and crop products at their home • identify different types of clothing • name materials used to make clothes 	<p>2. Our family</p> <p>2.1 Family members (11 periods)</p> <ol style="list-style-type: none"> List of family members <ul style="list-style-type: none"> • Respect for elders and extended family What do our family members do for a living? Keeping good relationships with other family members <p>2.2 Our family needs food, shelter and clothing (17 periods)</p> <ol style="list-style-type: none"> Food <ul style="list-style-type: none"> • Sources of food • Common crops • Crop products Clothing <ul style="list-style-type: none"> • Types of clothing • Materials used to make clothing 	<p>Family members should be restricted to grandparents, parents, brothers, sisters, aunts and uncles. Allow each child to tell others in the class about their family. Use role play so that Students can play different members of a family.</p> <p>Occupations could be grouped into sectors such as farming, trade, military, skilled workers, professionals, office workers, manual laborers etc. Make a list of sectors and count the number of family members in each sector for the class as a whole. Students should say which the most common means of employment in their locality is. Students could imitate some of the actions needed for the different jobs. Students could be asked to tell the rest of the class what job they would like to do when they grew up and why they would like to do it. Role play the different situations of relating to other family members</p> <p>Farming should be identified as the source of food we eat. Ask Students to name the crops that are grown and eaten in their locality. Make a list. Encourage Students to give more detail such as what time of the year if the crop harvested. This information could be used to draw a calendar showing the crops growing over the year. Adapt this situation to a pastoral environment. Challenge Students to name crops that are not grown for food. For example trees may be grown for wood, bamboo for weaving etc.</p> <p>Ask students to name different types of clothing and make a list. This should include coats, jackets, trousers, dresses, blanket, veils- kuta and gabi, shirt. Students could make a list of clothing that is worn only in the summer and clothing that is worn only in the winter.</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • identify different types of shelter • name building materials • name items of furniture • give examples of electrical equipment • name utensils • describe the use of some furniture • describe the use of some electrical equipment • describe the use of some utensils • identify household dangers 	<p>3. Shelter</p> <ul style="list-style-type: none"> • Types of shelter • Building materials <p>2.3 Household materials (20 periods)</p> <p>1. Household items</p> <ul style="list-style-type: none"> • Furniture • Electrical equipment • Utensils <p>2. Uses of household items</p> <ul style="list-style-type: none"> • Furniture • Electrical equipment • Utensils • Safety at home; Danger of electricity, water, stove, iron, knives, etc. 	<p>Ask Students to name the material from which different types of clothing is made. From this make a list of materials used to make clothing. This should include cotton, wool, leather and nylon. Challenge Students to explain why certain materials are used to make particular types of clothing e.g. why are shoes and boots often made of leather? Why are coats often made of wool?</p> <p>Types of shelter should include huts, flats and bungalows Building materials should include mud, straw, stone, hollow block, wood, corrugated iron, corrugated aluminum, brick.</p> <p>Take Students for a walk around the school compound and surrounding area. Get them to identify all of the different building materials that they see. If possible, bring small samples of each back to the classroom and make a display. Ask the Students why particular materials are used for particular purposes; why are walls built from mud but roofs are made from straw?</p> <p>Ask Students to name some of the things in their homes. Ask them if they can see a way of putting them into different groups. Direct their suggestions towards items of furniture, electrical equipment and utensils.</p> <p>Summarize by identifying common items of furniture, common electrical equipment and common utensils.</p> <p>Ask Students to identify ways in which we use furniture. They should be able to link actions to different items. These should include:</p> <ul style="list-style-type: none"> • sitting and lying down (chairs and beds) • storing (shelves and cupboards) • working (desk and table) <p>Electrical equipment could be looked at in a similar way. Ask Students to classify the uses for example:</p> <ul style="list-style-type: none"> • preparing food (cooker, kettle, toaster) • entertainment (television, radio) • light (room lights, table lamps) • jobs (iron, stove) <p>Utensils are quite diverse by nature. Their uses could be restricted to:</p> <ul style="list-style-type: none"> • cooking and eating (knives, forks, spoons, pans, dishes) • jobs (scissors, tools) <p>Students discuss dangers at home and make a list of dangers</p>

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<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • name common materials used to make household items • describe how to use and care for household items • demonstrate care for household items • describe how to avoid household dangers 	<p>3. Materials used to make household item</p> <p>4. Care when using household items and cleaning them.</p> <ul style="list-style-type: none"> • Keeping safe (keeping cleaning chemicals like bleach out of reach 	<p>Provide Students with some household items. They should examine these carefully, and also items from the classroom, to determine from what each item is made.</p> <p>Materials should be named in general terms like wood, plastic and metal.</p> <p>Students should think about how best to use items and care for them.</p> <ul style="list-style-type: none"> • Furniture should not be climbed over and should be wiped, brushed or polished depending on what it is made from • Electrical items should not be used with wet hands because of the danger of electric shock. They should be cleaned after use and stored so that people do not trip over electric leads • Utensils should be washed and stored after use. Materials like glass and ceramics are brittle and will break if dropped so they much be handled with care. • Students can make a series of two drawings of household accidents of which one shows the accident and the second shows how to prevent it. <p>Students could demonstrate the care for different items in the classroom. As a homework task they could care for items in their home and report back to the class what they have done.</p>

Assessment

The teacher should assess each student’s work continuously over the whole unit and compare it with the following description, based on the Competencies, to determine whether the student has achieved the minimum required level.

Students at minimum requirement level

A student working at the minimum requirement level will be able to: list their family members and state their occupations; identify farming as a source of food they eat and name crops and crop products at their home; identify different types of clothing name materials they are made up of; identify different types of shelter and name materials buildings are made up of; name items of furniture and utensils and

electrical equipment and describe their uses; name common materials used to make household items and describe how to use and care for them.

Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 3: Our school (48 periods)

Unit Outcomes: Students will be able to:

- explore the school compound and explain the activities of the school
- demonstrate respect for rules and regulations of the school, home and neighborhood
- demonstrate good personal relationships at school, home and neighborhood
- list common road accidents and explain their prevention methods
- construct kites and wind turbines using paper
- demonstrate scientific enquiry skills along the unit: Observing, questioning, communicating, making models and working cooperatively.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • describe their school compound • explain the activities of their school • explain who they play with, what they play at, and how they make friends • demonstrate respect for school rules • demonstrate respect for rules at home and neighborhood 	<p>3. Our school 3.1 Our school compound (12 periods) 1. Layout and content of the school compound</p> <ul style="list-style-type: none"> • Explanation of how to use toilet or latrine • Explanation of how to wash their hands <p>2. Activities that go on at school 3. Getting on with other children at play</p> <p>3.2 We respect rules and regulations (12 periods) 1. School rules 2. Rules at home and neighborhood</p> <ul style="list-style-type: none"> • Respect for others at home, school and neighborhood 	<p>Students should be taken around the school compound and sketch the different buildings and other features they see. The emphasis should be placed on the relative positions of the features and not on the scale.</p> <p>Sketches should be used to draw a neat plan of the school compound. A large version could be drawn on a poster showing the locations of important places.</p> <p>Children draw a flat plan of their own classroom. Children sing song: “This is the way we wash our hands ...clean our teeth, comb our hair, etc.”</p> <p>Use this lesson to introduce to the idea that the activities in school amount to more just lessons. Challenge Students to say what other activities take place. If necessary prompt them with suggestions such as sports teams, clubs, community activities etc.</p> <p>Make a list of these activities. Ask Students if they can suggest other activities they would like to see at the school. How might they make these happen?</p> <p>Talk about sharing and taking turns. Children play a game which enquires them to collaborate with others and take turns.</p> <p>Ask Students why a school must have a set of rules. Don’t tell them what the school rules are. The class should discuss possible rules and the need for them. Suggest that they think about such things as: cleanliness, punctuality, caring for school property, performing school tasks on time and respecting teachers. When the class has derived its own ‘school rules’ compare them with the actual school rules. Point out the similarities and discuss any differences or omissions.</p> <p>Extend the idea of rules to the home. Ask Students to tell the class of any rules in their home. These should include respect for parents and elders, obeying parents, getting ready for school in the morning, doing homework in the evening, doing their household chores. The Students can draw up a set of rules for their homes.</p> <p>Finally ask Students to think about rules around their neighborhood. Ask them to give examples and explain why they are needed</p>

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> demonstrate good relationships at school express willingness to conform to good personal relationships at home and neighborhood describe some causes of road accidents explain how road accidents may be prevented practice crossing the road safely and assisting others to cross 	<p>3.3 We have good personal relationship (6 periods)</p> <p>1. Relationships at school, home and in the neighborhood</p>	<p>Students should work in groups using role play to demonstrate each of the following: greeting, politeness, frankness, sociability, cooperation, affection and helpfulness.</p> <p>After each group has performed the class should discuss the importance of behaving in this way.</p>
	<p>3.4 Road safety (12 periods)</p> <p>1. Common road accidents</p> <p>2. Prevention of common road accidents</p> <ul style="list-style-type: none"> Road safety code Helping others (smaller children, disabled people) 	<p>Students should discuss the causes of road accidents. These might include crossing roads without looking each way, poor vehicle driving, straying animals and flooding.</p> <p>If any child has been involved in an accident they should be invited to tell the class what happened.</p> <p>Students should discuss methods of preventing accidents. These may include:</p> <ul style="list-style-type: none"> Watchfulness and vigilance when near roads Avoiding risks crossing roads Crossing bridges and passing steep and slippery slopes carefully Refraining from playing on roads and road sides Observing traffic rules including zebra crossings and traffic lights <p>Students talk about their own route to school and their own experience. They practice the road safety code in the playground: Stop at the kerb, look both ways; walk straight across if the road is clear.</p>
	<p>3.5 Activities we can do in our school (6 periods)</p> <p>1. Constructing figures using paper</p> <ul style="list-style-type: none"> Kite Wind turbine 	<p>Students should first sketch their kite / wind turbine. Once they decide on the design it should be drawn out on paper. It will be far easier to color and decorate at this stage than later. When the decoration is complete the patterns should be cut out and fixed together using glue, cello-tape and other fixing as appropriate.</p>

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the Competencies, to determine whether the student has achieved the minimum required level.

Students at minimum requirement level

A student working at the minimum requirement level will be able to: describe their school compound and the activities of their school; demonstrate respect for rules at school, home and neighborhood; demonstrate good relationships at school, home and neighborhood; describe some causes of road accidents and how they could be prevented; construct kites and wind turbines using paper.

Students above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.

Unit 4: Our locality – kebele (57 periods)

Unit Outcomes: Students will be able to:

- indicate the relative locations of their school, home and kebele
- show the properties and tell the importance of air, water and soil
- construct common shapes and figures using soil (mud)
- group plants into trees and small plants, tell their uses and demonstrate care for them
- group animals into domestic and wild, tell their uses and demonstrate care for them
- group types of work into private and governmental, tell the importance of work and demonstrate respect and love for work at their own level
- tell the importance of transportation and give examples of traditional and modern transport
- demonstrate scientific enquiry skills along the unit: Observing, questioning, communicating, working cooperatively, and classifying.

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • identify left, right, front, and back directions • indicate the locations of their schools, home and neighborhood • show the presence of air and tell why it is important • show the presence of water in ponds, wells, streams and rivers • tell why water is important 	<p>4. Our locality – kebele</p> <p>4.1 Location of our Kebele (9 periods)</p> <ol style="list-style-type: none"> 1. Telling directions 2. Locations to and from the home, school, and kebele <p>4.2 Non living things around us (13 periods)</p> <ol style="list-style-type: none"> 1. Air <ul style="list-style-type: none"> • Presence • Importance 2. Water <ul style="list-style-type: none"> • Where water is found • Importance 	<p>Students should describe the direction of the things around them using left, right, front and back. They can play a game in pairs where one child directs another from one place to another using these four directions only.</p> <p>Students could revisit the work they carried out on the layout of the school compound to describe the direction of one feature from another.</p> <p>This work on location should be extended to outside the school classroom and compound. Students should describe the direction of their home from the school and each child should say the directions he or she has to travel from home to school.</p> <p>Students should determine the directions of important places in their neighborhood from their school. This could be in the form of a game where the location of a place is given by the teacher and the place has to be identified by the student.</p> <p>Students can carry out simple experiments to show the presence of air. These include:</p> <ul style="list-style-type: none"> • Blowing bubbles of air through water • Placing a piece of paper over a stick and then pulling the stick up so they see that air pushes on the sides of the paper bending it down <p>Allow students to conduct some more activities of their own to demonstrate the presence of air,</p> <p>The importance of air should be restricted to saying that all living things, plants and animals, need to breathe.</p> <p>Students can observe water in many locations around them.</p> <p>The importance of water should be restricted to saying that all living things, plants and animals, need to absorb or drink water in order to live.</p>

Competencies	Contents	Suggested activities
<ul style="list-style-type: none"> • tell why it is important as a medium in which to • grow plants • fashion simple shapes and figures using clay • group plants into trees, shrubs and small plants • tell some uses of plants • tell about the care for plants • group animals into domestic and wild • tell some uses of animals • tell about the care for animals • tell the importance of work 	<p>3. Soil</p> <ul style="list-style-type: none"> • Importance in agriculture • Importance in art <p>4.3 Living things around us (9 periods)</p> <p>1. Plants</p> <ul style="list-style-type: none"> • Grouping • Uses of plants • Caring for plants <p>2. Animals</p> <ul style="list-style-type: none"> • Grouping animals • Uses of animals • Caring for animals • No cruelty to animals or other living creatures <p>4.4 Common activities of our local people (13 periods)</p> <p>1. The importance of work</p>	<p>Students can observe soil in many locations around them</p> <p>The use of soil as a growing medium can be demonstrated by observing crops growing in fields, or plants growing in pots of soil. Ask Students to suggest why plants need soil to grow. Explain that the soil provides the plant with a firm anchor so it does not fall over, and that the plant absorbs water from the soil. If a plant is available, show Students the root.</p> <p>If clay is present in the locality it can be used to make simple shapes such as circles, squares, triangles and letters. If it is not available other soils should be used.</p> <p>Take Students for a walk around the school compound or the locality around the school. Ask them to look at the different plants that grow there.</p> <p>Classification of plants should be restricted to trees, shrubs and small plants. Each plant they see should be placed in one of these three groups.</p> <p>Back in the classroom ask Students what we use plants for. The most obvious answer is for food but there are other reasons why we grow plants. The use of plants for decoration, fencing and to supply construction materials and firewood should also be considered.</p> <p>Ask Students why each of the following helps the plant to grow and flourish:</p> <ul style="list-style-type: none"> • Watering, weeding, fertilizing, preventing damage by animals <p>Classification of animals should be restricted to domestic and wild. Ask Students to name examples of each. Pictures can be taken from old magazines to make posters for each. The uses of animals should be restricted to food, hides for leather, transport and as pets. Ask Students:</p> <ul style="list-style-type: none"> • To name examples of different meats such as chicken, beef, mutton etc. and how we cook them • What we use leather for • Which animals are used to transport people and/or materials • Which animals people most often keep as pets <p>Students who keep pets should tell the class about them. Emphasize kindness to pets and to other animals. Carry out a survey to find which animals are the most popular pets of the class members.</p> <p>Ask Students why each of the following are important when keeping domestic animals:</p> <ul style="list-style-type: none"> • Feeding, Watering, Housing, No cruelty <p>Point out that a wild animal must provide all of these things for itself and so that this is possible we must respect the environment of wild animals.</p> <p>The importance of work should be discussed in terms of providing for food, clothing and shelter.</p> <p>Ask Students to say what would happen if their parents didn't earn money; how would their lives change.</p> <p>Students should discuss the provision of useful materials and services. They should give</p>

Environmental Science : Grade 1

<i>Competencies</i>	<i>Contents</i>	<i>Suggested activities</i>
<ul style="list-style-type: none"> • group types of work into self-employed, working for someone and working for the government • demonstrate pride in their work and in simple tasks at home • tell the importance of transportation • give examples of traditional transport • give examples of modern transport 	<p>2. Grouping types of work</p> <p>3. Pride in work</p> <ul style="list-style-type: none"> • Pride in simple domestic tasks which help other family members <p>4.5 Transportation in our locality (13 periods)</p> <p>1. Importance</p> <p>2. Traditional transportation</p> <p>3. Modern transportation</p>	<p>examples of each and explain why they are important.</p> <p>Different types of work should be restricted to:</p> <ul style="list-style-type: none"> • working for yourself • working for someone else • working for the government. <p>Ask Students to think of examples of each type of work.</p> <p>Carry out a survey of the class to see how many parents fall into each category.</p> <p>Students should appreciate that a person can take pride in any work that they do.</p> <p>Ask Students what the implications are if each of the following people does their work badly:</p> <ul style="list-style-type: none"> • a farmer, a bus driver, a baker, a student <p>Students discuss which jobs they do at home to help the family community.</p> <p>Ask Students to discuss the importance of transport. The discussion should include the movement of:</p> <ul style="list-style-type: none"> • foods, raw materials, manufactured goods, people <p>Ask Students to try and imagine what it would be like if there were no proper roads.</p> <p>Traditional transport should include:</p> <ul style="list-style-type: none"> • walking, horse, donkey, camel <p>Students should be shown pictures of these animals and be encouraged to observe them if found in their locality.</p> <p>Students tell stories about the favorite journey they have made by traditional methods. This could be a walk to a favorite place with their family, or a trip to an extended family party.</p> <p>Modern methods of transport should include: cars, lorries, buses, trains, aircraft, ships</p> <p>Ask Students what is the main function of each of these. Which are used mainly for transporting goods and which for transporting people?</p>

Assessment

The teacher should assess each student's work continuously over the whole unit and compare it with the following description, based on the Competencies, to determine whether the student has achieved the minimum required level.

Students at minimum requirement level

A student working at the minimum requirement level will be able to: identify left, right, front, and back directions and use this to locate their home and school; show the presence of air and water and tell why they are important; group plants and animals, tell their uses and how to protect them; group types of work and tell their importance; describe the importance of transportation and give examples of modern and traditional transport.

Student above minimum requirement level

Students working above the minimum requirement level should be praised and their achievements recognized. They should be encouraged to continue working hard and not become complacent.

Students below minimum requirement level

Students working below the minimum requirement level will require extra help if they are to catch up with the rest of the class. They should be given extra attention in class and additional lesson time during breaks or at the end of the day.