

THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

**MINISTRY OF EDUCATION AND VOCATIONAL
TRAINING**

SYLLABUS FOR PRIMARY EDUCATION

ENVIRONMENT

STANDARD I – III

2022

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Designed and prepared by

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PREFACE

The Environment Syllabus for Standard I-III of 2022 is derived from the great changes in education that were conducted by the Ministry of Education and Vocational Training (MoEVT), that has included the curriculum review of Pre-primary and Primary Education in 2019. The aim of reviewing this syllabus is to make it go along with the development of science and technology, competitive in labor market with global economic changes as it has been explained in several governmental documents including the Zanzibar Education Policy.

MoEVT through the Zanzibar Institute of Education (ZIE) has prepared the Environment Syllabus in order to suit the subject's needs. Therefore, this syllabus contains all Environment topics that relate to the aim and context of the subject concerned. The writing of this syllabus has considered several educational stakeholders in different levels especially in primary education. MoEVT through ZIE has ensured that this syllabus encompasses the stakeholders' opinions together with the review of several documents from other countries that are similar geographically as well as in terms of educational system and population.

MoEVT sincerely thanks all the stakeholders who participated in one way or another in the development of this Environment Syllabus (I-III) from the beginning to its completion. These including; ZIE Advisory Board members, ZIE Staff, Lectures, MoEVT Technical Team, Curriculum Developers, Teachers as well as Retired professionals from MoEVT.

I hope this syllabus will be used for all government and private schools in Zanzibar, as well as other curriculum implementers at Primary Educational Level.

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Also, ZIE would like to take this opportunity to thank various institutes for permitting their workers to work together. Those institutions are including: The State University of Zanzibar, Abdulrahman Al-Sumait University, Department of Teachers Education, The Office of Chief Inspection of Education, Zanzibar Examination Council, Department of Pre-primary and Primary Education, Department of Secondary Education and Zanzibar Muslim College. Other institutions are Madrasa Early Childhood Programme-Zanzibar, Zanzibar Anti-Corruption and Economic Crimes Authority, Stone Town Authority, the Zanzibar Drugs Control and Enforcement Authority, Inclusive Education and Life Skills Unit, Mnazi Mmoja Referral Hospital, the Grand Mufti's Office of Zanzibar, Zanzibar Association for Private Schools and other institutes for working hand in hand to complete the given task.

Finally, ZIE would like to extend its sincere gratitude to the Revolutionary Government of Zanzibar and other Development Partners especially the Global Partnership for Education (GPE) for its technical and financial support to the completion of this task.

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INTRODUCTION

This Environment syllabus of 2022 for Lower Primary has been prepared to meet the basic needs at the primary education level in Zanzibar. It is derived from the 2009 which was reviewed in 2019. These syllabi includes Introduction, Philosophy of Education in Zanzibar, the Goals and Objectives of the Primary Education in Zanzibar, the Reasons for Reviewing the Primary Education Curriculum, The Importance of Learning an Environment followed by the list of the general outcomes of environment subject, Structure of the Syllabus, general learning outcomes for each class and also the syllabus includes matrix.

1.1 Zanzibar Philosophy of Education

The Curriculum Framework for Pre-Primary and Primary Education is inline with Zanzibar's philosophy of education, values and principles of its education system.

The philosophy of education in Zanzibar is the same as that of the United Republic of Tanzania which aims at the provision of *Education for Self-Reliance*. This philosophy is featured by self independence, confidence, progressiveness, possession of life skills, valuing equality, entrepreneurship, inventiveness, curiosities, creativity, and the ability to assess, evaluate and analyse.

1.2 The Overall Goals of Zanzibar Education

The following are the overall goals of Zanzibar education:-

1. To promote and sustain the best cultural values, attitudes and customs of the people of Zanzibar and Tanzania for the purpose of enhancing unity and cultural identity.
2. To promote the acquisition of all forms of knowledge, skills and attitude that will fully enhance the people's individual and societal wellbeing.
3. To enable every citizen to understand and respect the principles of the Zanzibar and Tanzania Constitutions, Human Rights as well as civil rights, obligations and responsibilities.
4. To promote and enhance the proper use, management and conservation of the environment.
5. To promote appreciation and respect of civil service and self- employed work, as well as observing accountability, discipline and quality performance at work.
6. To inculcate the attitude towards adhering to the principles and practices of tolerance, peace, love, justice, human rights and fundamental freedoms,

national unity and International cooperation as enshrined in the International basic Charters.

1.3 Objectives of Primary Education

The objectives of Primary Education in Zanzibar are as follows:

1. To enable all school children of school going- age develop and sustain strong foundations of skills in reading, writing, counting, creating and communicating in Kiswahili, English and other foreign languages.
2. To enable learners, understand the application of science and technology and recognize its contribution to their national development and world in general.
3. To set, develop and sustain in strong foundations of thinking skills and curiosity to the learners in order to understand their environment and social relationships.
4. To enable the learners, understand how past events influence the present as well as the future.
5. To recognise learner's talents from their early age in order to sustain and develop them.
6. To set strong foundations in observing, thinking and co-operating skills in solving problems which hinder their personal development and the development of their society.
7. To prepare learners for joining secondary education.
8. To enable the learners, develop their mental abilities and interest in searching for knowledge.
9. To familiarize learners with productive activities and promote their readiness to fulfil their social responsibilities.
10. To enable learners, recognize and uphold their national unity as well as the cooperation between their nation and people from other nations.
11. To enable the learners, develop acceptable spiritual, moral, cultural and ideological values in order to promote patriotism and understanding of their country's historical, political and social situations.
12. To develop and sustain learners' self – discipline, respect gender equality and protect of personal health and other peoples' health.
13. To enable the learners, develop habits of smartness, cleanliness and proper use of their leisure time.
14. To promote learners' love for their environment and interest in environmental

conservation.

1.4 Reasons for the Reviewing of Primary Education Curriculum

In 2019, the Revolutionary Government of Zanzibar reviewed the curriculum of Pre-Primary and Primary education. The aim was to make it relevant to the development of Science and Technology, employment competition and global economic changes, as stated in various Government documents, including Zanzibar Policy of Education. The policy focuses on enhancing the quality and structure of education so as to have good link starting from Pre Primary, Primary, to Secondary, in order to suit peoples' expectations within the society. Among the proposed changes in that policy is to have seven (7) years of primary education instead of six (6) years that was being practiced before.

1.5 Importance of Learning Environment Subject

According to the 2019 educational review, it was realized that the Environment subject was not independent one but was among the topics in Social Science and Science subjects from standard I-VI. Therefore, due to the societal needs, it was observed that the subject is important to be taught from standard I-III independently.

It is because, this subject helps the learners to build knowledge, skills and positive attitudes to enable him or her to preserve and value his/her surrounding environment. This subject also, helps the learners to promote his/her health and prevent him/her from communicable and non communicable diseases. Further more, this subject helps the learner to sustain Zanzibar culture, being good citizen and create different activities that enable him/her to be independent.

1.6 General Learning Outcomes of Environment Subject

After studying Environment at primary school level the pupils shall demonstrate ability to:

1. Understand basic health practices and observe self-respect, self protect, personal hygiene and environmental cleanliness, e.g. Identify common diseases and their causes, identify parts of the body and their functions.
2. Identify their environment features and understand things that influences these e.g. identify various economic areas of Zanzibar and their features, identify similarities and differences between animals, appreciate the importance of using resources in a right way and others.
3. Respect human rights as well as having cultural and religious tolerance
4. Collect information, knowledge and skills from various ICT sources and apply them appropriately for personal and societal development
5. Understand their rights and responsibilities in relation to there family, society as well as country.
6. Understand and appreciate the history of Zanzibar and their neighbouring countries.

2.0 STRUCTURE OF THE SYLLABUS

This syllabus consists of two main sections: the preliminary pages and the teaching and learning tables/matrix.

2.1 Preliminary Pages

This section consists of the Introduction of Syllabus, Zanzibar Philosophy of Education, goals and objectives of Zanzibar Primary Education, reasons for reviewing Environment Syllabus and importance of learning Environment. Also, there is the general learning outcomes of Environment for Standards I-III. Other aspects are: explanations on items from the syllabus matrix as well as the scope and sequence of the topics therein.

2.2 Teaching and Learning Tables/ Matrix

This section shows the learning procedures clarified in the three tables which carries the content of learning from Standard I-III. Each table starts with the list of general learning outcomes for the specific class. After the general learning outcomes, follows the table of matrix with six columns with topics, specific learning outcomes, learning techniques, learning resources, assessment, and number of periods for each subtopic. The following are explanations for each item from the teaching and learning tables/matrix.

2.2.1 Topics

The topics focus on the scope of teaching and learning of specific topic.

2.2.2 Specific Learning Outcomes

Each Subtopic shows specific learning outcomes. Those learning outcomes describe knowledge, skills, and attitude that each learner is supposed to gain from the particular subtopic. Specific learning outcomes are used in assessment that demonstrates indicators of the competence. Normally, during learning pupil begins to show some indicators while learning. So each learner is supposed to attain the mentioned specific learning outcomes.

2.2.3 Learning Techniques

This column consists of interactive learning techniques to be used in learning the topics in this subject. The learning techniques are such as question and answers, brainstorming, games, songs, gallery walk, demonstration, role play and practical work. These are proposed methods that seemed to motivate students' participation in learning. The teacher is advised to use other interactive techniques which might be appropriate according to their teaching environment.

2.2.4 Learning Resources

Learning resources relate to learning techniques, specific learning outcomes, subtopic and the requirements of each subtopic. However the listed resources are the proposed samples, the teacher is advised to be creative in improvising resources from real

environment or low cost materials. Also, teacher should cooperate with the learners to create and design learning resources by using local raw materials available in their environment.

2.2.5 Assessment

In this column, assessment techniques and tools are suggested to assess if the learners achieve the intended specific learning outcomes of the targeted topic. Assessment should be done daily, weekly, monthly, at the end of the term, and year. Teacher is insisted to assess each learner's progress using various techniques. Those techniques are such as self-assessment, observation, portfolio, checklist, question and answers and exercises. While using those techniques, it is better for a teacher to focus on the proposed techniques and tools of assessment addressed in the syllabus and consider needs of every pupil.

2.2.6 Periods

This column shows the number of periods for the topics to be taught. That total has been reached after working out the total number of periods for this subject in each academic year (210) days for each class. Such total is divided by the number of sub-topics contained in the Syllabus so as to get the average number of periods for each sub-topic. This estimation can be altered by the teacher according to the teaching/ learning circumstances of the topic concerned. The Environment subject has been allocated 6 periods per week for standard I and II and 7 periods for week for standard III. From Monday to Thursday the duration of one period is forty (40) minutes in the morning session and thirty five (35) minutes in the afternoon session. But on Friday each period will take only thirty (30) minutes. The school management is required to assist the compensation of the learning time lost.

2.3 Scope and Sequence

The topics have been sequenced in accordance with the learner's cognitive, spiritual, physical and sensitive development. Their learning capacity to learn and the importance of the subject in economic, social activities as well as the interdependence of the particular topics. The topics have also been specifically considered the cross-cutting issues entrepreneurship and life skills.

The teacher is advised to teach these topics by taking into consideration the learning environment and the appropriate logic. The following table shows the suggested sequence of topics in the Syllabus:-

	TOPICS	SEQUENCES OF THE TOPICS PER CLASS		
		STD I	STD II	STD III
1.	CLEANLINESS	√	√	
2.	OUR ENVIRONMENT	√	√	√
3.	WASTE			√
4.	FOOD AND NUTRITION	√	√	√
5.	DISEASES			√
6.	FIRST AID			√
7.	ANIMALS	√	√	√
8.	OUR CULTURE	√	√	
9.	OUR ECONOMY			√
10	OUR ETHICS	√	√	√
11	COMMUNICATION	√	√	√
	TOTAL	7	8	9

STANDARD - I

STANDARD I

General Learning Outcomes for Standard One

In learning Environment subject, the standard one pupil shall demonstrate the ability to:

1. Maintain body and clothing cleanliness in daily life.
2. Use clean and safe water and preserve its sources.
3. Recognize the groups of food to build and protect body health.
4. Recognize the importance of domestic and wild animals in promoting the National Economy.
5. Recognize and develop cultural activities and building assertiveness.
6. Recognize and practice acceptable ethical principles in the society.
7. Recognize and use communication so as to get knowledge and scientific skills

STANDARD ONE

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
1. CLEANLINESS 1.1 Body Cleanliness	The pupil should demonstrate the ability to: i. Identify tools used to clean the body. ii. Explain procedures for cleaning the body. iii. Explain advantages of cleaning the body. iv. Discuss disadvantages of not cleaning the body.	• Question and answers • Songs • Story telling • Role play • Bragging • Discussion • Gallery walk • Demonstration • ICT presentation	• Soap • Combs • Bucket • Tooth brushes • Toothpaste • Towel • Nail cutter • Water • Oil • Shampoo • Charts showing tools used for body cleanliness • Video showing body cleanliness • Flash disk • CD/DVD • Computer • Projector	• Question and answers • Discussion • Peer assessment • Checklist • Portfolio	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
1.2 Clothes cleanliness	The pupil should demonstrate the ability to: - Identify tools used to clean the clothes. - Describe steps for cleaning the clothes. - Discuss advantages of cleaning the clothes.	- Brainstorming - Discussion - Gallery walk - Demonstration - Question and answers - Case study - ICT presentation	- Soap - Water - Buckets - Pegs - Ropes/Clothes line - Hanger - Iron - Brush - Different clothes - Picture showing things used for cleaning clothes - Video showing cleaning the clothes - CD/DVD - Television	- Reflection cards - Question and answers - Discussion - Observation - Checklist	18
2. OUR ENVIRONMENT 2.1 Water	The pupil should demonstrate the ability to:	- Brainstorming - Question and answers - Discussion - Demonstration	- Picture showing uses of water - Brochures - CD/DVD - Television	- Question and answers - Discussion - Project - Portfolio	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	i. Explain clean and safe water. ii. Discuss uses of water. iii. Describe the impacts of dirty and unsafe water.	• Observation • ICT presentation	• Projector • Computer	• Research • Checklist	
2.2 Water Sources	The pupil should demonstrate the ability to: i. Identify sources of water. ii. Explain ways of preventing water sources. iii. Describe the advantages of preserving water sources iv. Explain the impacts of destroying water sources.	• Brainstorming • Discussion • Field trips • Demonstration • Question and answers • Puzzle • ICT presentation • Guest speaker	• Picture showing water sources (sea, lakes, spring, well, river, water tap and rainfall) • Video showing water sources • CD/DVD • Television • Sound recorder • Computer • Projector	• Self-correction • Discussion • Research	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
3. FOOD AND NUTRITION 3.1 Groups of Food	The pupil should demonstrate the ability to: i. Identify groups of food. ii. Explain advantages of food groups.	• Songs • Think-Pair-Share • Discussion • Case study • Field trips • Question and answers • Bragging • Plays • ICT presentation	• Real foods of Carbohydrates, Fats, Proteins, minerals and vitamins • Pictures showing groups food • Chart showing groups of food • CD/DVD • Television • Computer • Projector	• Exit card • Question and answers • Discussion • Project • Observation • Checklist	18
3.2 Food Cleanliness and Safety	The pupil should demonstrate the ability to: i. Identify important things to consider in food cleanliness and safety. ii. Explain advantages of	• Question and answers • Role play • Demonstration • Field trips • Songs • ICT presentation • Case study	• Food cover • Picture of storing food cupboard • Picture of fridge • Brochures • Chart showing food • Computer • Projector	• Self evaluation • Question and answers • Discussion • Portfolio	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	food cleanliness and safety. iii. Describe the best ways of preserving foods in clean and safe conditions.		Video showing cleanliness and safety foods		
4. ANIMALS 4.1 Domestic Animals	The pupil should demonstrate the ability to: - Identify domestic animals. - Explain advantages of domestic animals.	- Question and answers - Songs - Story tellings - Plays - Think-Pair-Share - Case study - Bragging - Discussion - Gallery walk - ICT presentation	- Pictures of domestic animals - Video showing domestic animals - Computer - CD/DVD - Television - Projector - Models of domestic animals	- Response card - Discussion - Project - Observation	18
4.2 Wild Animals	The pupil should demonstrate the ability to:	- Riddles - Question and answers - Songs - Story tellings	- Charts showing wild animals - Video showing wild animals	- Question and answers - Discussion - Observation	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	i. Identify wild animals. ii. Explain advantages of wild animals.	• Case study • Discussion • Field trips • Plays • Gallery walk • ICT presentation	• Models of wild animals • CD/DVD • Television • Microphone • Computer • Projector		
5. OUR CULTURE 5.1 Cultural Events	The pupil should demonstrate the ability to: - Identify elements of culture. - Explain cultural events in the society. - Discuss importance of cultural events in the society.	• Brainstorming • Discussion • Question and answers • Story telling • Bragging • ICT presentation	• Pictures showing cultural events • Word Cards • CD/DVD • Television • Projector • Computer	• Question and answers • Discussion • Checklist • Observation • Portfolio	18
5.2 Assertiveness	The pupil should demonstrate the ability to:	• Brainstorming • Question and answers	• Microphone • Radio • Television	• Self-assessment • Discussion	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	i. Explain concept of assertiveness. ii. Describe ways to develop assertiveness in children. iii. Discuss importance of having assertiveness. iv. Describe the impacts of not having assertiveness on children.	• Story telling • Songs • Puzzles • Discussion • Guest speaker • Role play • Case study • Games/Plays • ICT presentation	• CD/DVD • Brochures • Projector • Computer	• Peer assessment	
6. OUR ETHICS 6.1. Concept of Ethics	The pupil should demonstrate the ability to: i. Identify activities that indicate ethics. ii. Describe advantages of	• Brainstorming • Songs • Discussion • Question and answers • Drama • Case study • ICT presentation	• Broshures • CD/DVD • Television • Computer • Projector • Microphone	• Thumb-up thumb-down • Discussion • Oral questions	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	having ethics in society. iii. Discuss impacts of not having ethics in society.				
6.2. Principles of ethics	The pupil should demonstrate the ability to: i. Identify Principles of ethics ii. Describe the sources of principles of ethics. iii. Explain how to implement ethics.	- Brainstorming - Discussion - Question and answers - Drama - Case study - ICT presentation - Guest speaker	- Broshures - CD/DVD - Television - Computer - Projector	- Discussion - Self - assessment - Observation - Portfolio	18
7. COMMUNICATION ON	The pupil should demonstrate the ability to:	- Question and answers - Brainstorming - Demonstration	- Television - Radio - Phones - Drum	- Discussion - Checklist - Question and answers	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
7.1 Concept of communication	i. Identify communication devices. ii. Explain the importance of communication.	• Discussion • Think-Pair-Share • Bragging • ICT presentation • Field trips	• Whistle • Dish shaped gong • Computer • Charts showing communication devices • Letters • News papers • Brochures • Woodwind • Video showing communication devices • CD/DVD • Projector • Computer	• Reflection card • Portfolio	
7.2 Symbolic communication (at the roads, schools, hospitals and	The pupil should demonstrate the ability to:	• Question and answers • Gallery walk • Demonstration • Discussion	• Television • Computer • Charts showing communication symbols • Brochures	• Thumb-up thumb-down • Checklist • Observation • Portfolio • Research	18

TOPIC / SUB - TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
religious institutions)	i. Identify symbols of communication. ii. Explain the uses of symbols of communication.		• Projector • Pictures showing communication symbols • Microphone		

STANDARD - II

STANDARD II

General Learning Outcomes for Standard Two

In learning Environment subject, the standard two pupil shall demonstrate the ability to:

1. Like and clean the environment.
2. Preserve and avoid all destructive activities in the environment.
3. Use nutritional foods in order to build-up and protect body health.
4. Recognize the importance of Terrestrial and Aquatic animals so as to promote the National economy.
5. Recognize and develop the Zanzibari cultural heritage.
6. Avoid activities that lead to moral destruction.
7. Use the traditional and modern communication devices to promote communication in different scenarios.

STANDARD TWO

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
1. CLEANLINESS 1.1 Home Cleanliness (Room, kitchen, toilet, sitting room and outdoor)	The pupil should demonstrate the ability to: i. Identify home cleanliness tools. ii. Discuss procedures for home cleanliness. iii. Explain the advantages of home cleanliness.	- Brainstorming - Question and answers - Discussion - Demonstration - Gallery walk - Story telling - Concept map - ICT Presentation	- Broom - Bucket ‘Kata’ - Glove - Soap - Water - Soft cloth - Dust pan - Toilet disinfectants - Flash /DVD - Projector - Computer	- Question and answers - Checklist - Self - assessment - Observation	16
1.2 School Cleanliness	The pupil should demonstrate the ability to: i. Identify the school cleanliness tools.	- Story telling - Songs - Demonstration - Question and answers - Discussion - Gallery walk - ICT Presentation	- Broom - Bucket - Soap - Gloves - Water - Wheelbarrow - Rake - Hoe	- Question and answers - Discussion - Checklist - Reflection card	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Follow steps of cleaning school environment. iii. Explain the advantages of cleaning the school environment.		• Slasher • Machete • Pieces of Clothes • Mop • Dustpan • Dustbin • Charts showing procedures for school cleanliness • Brochures • Video showing school cleanliness procedures • Computer • Projector		
1.3 The Cleanliness of different environment (hospitals, playgrounds,	The pupil should demonstrate the ability to: i. Identify different environment	• Demonstration • Question and answers • Discussion • Gallery walk • Story telling	• Broom • Gloves • Soap • Buckets • Pieces of clothes	• Question and answers • Discussion • Observation • Portfolio • Hand signals	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
beaches, and road sites)	needed to be cleaned. ii. Clarify cleaning tools in a particular environment. iii. Describe steps of cleaning different environment. iv. Explain advantages of cleaning environment	• Field Trips • ICT Presentation	• Water • Cleaning disinfectants • Wheelbarrow • Rake • Hoe • Slasher • Machete • Dustpan • Dustbin • Pictures showing different areas needed to be cleaned • Computer • Projector		
2. OUR ENVIRONMENT 2.1 Forests	The pupil should demonstrate the ability to: i. Identify types of forest.	• Songs • Brainstorming • Question and answers • Bragging • Discussion • Field Trips	• Pictures of different forests • Flash /DVD • Television • Brochures • Computer • Projector	• Question and answers • Discussion • Observation • Checklist	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Explain the advantages of forests.	• ICT Presentation			
2.2 Forest Conservation	The pupil should demonstrate the ability to: - Clarify methods of forest conservation. - Explain advantages of forests conservation. - Explain disadvantages of destroying forests. - Discuss procedures for harvesting forest.	• Brainstorming • Question and answers • Group discussion • Gallery walk • Field Trips • ICT Presentation	• Charts showing forests • Word cards • Television • Flash /DVD • Computer • Projector • Voice recorder	• Question and answers • Discussion • Peer assessment • Self assessment	16
3. FOOD AND NUTRITION 3.1 Food Nutrients	The pupil should demonstrate the ability to: Explain types of foods and their nutrients.	• Songs • Plays • Jig saw • Concept map • Bragging	• Word cards show food nutrients • Real foods • Charts • Brochures	• Question and answers • Checklist • Observation • Peer assessment	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Describe the advantages of food nutrients to the body. iii. Discuss impacts of nutritional deficiencies in the body.	• Gallery walk • Guest speaker • ICT Presentation	• DVD/Flash • Television • Computer • Projector		
3.2 Balance Diet	The pupil should demonstrate the ability to: i. Describe the essential elements of balanced diet. ii. Explain advantages of balanced diet. iii. Differentiate balanced diet requirements for different group of people.	• Songs • Guest speaker • ICT Presentation • Case study • Role Play • Gallery walk	• Word cards • show food nutrients • Brochures • Journals • Real foods • Flash /DVD • Television • Charts showing balanced diet • Computer • Projector	• Discussion • Self assessment • Question and answers • Reflection card • Thumb up • thumb down	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
4. ANIMALS 4.1 Terrestrial Animals	The pupil should demonstrate the ability to: i. Identify terrestrial animals. ii. Explain advantages of terrestrial animals. iii. Discuss methods of conserving terrestrial animals.	- Brainstorming - Story telling - Songs - Drama - Bragging - Case study - Gallery walk - ICT Presentation - Field Trips	- Charts showing terrestrial animals - Cards of animals' name - Flash /DVD - Television - Brochures - Animal models - Computer - Animal masks - Projector	- Question and answers - Discussion - Circle in circle out - Reflection cards	16
4.2 Aquatic Animals	The pupil should demonstrate the ability to: i. Identify aquatic animals. ii. Explain advantages of aquatic animals. iii. Discuss methods of conserving aquatic animals.	- Songs - Plays and Games - Drama - Story telling - Bragging - Guest speaker - Concept map - Discussion - Field Trips - ICT Presentation	- Real animals (fish, frog) - Pictures showing aquatic animals - Flash /DVD - Television - Computer - Projector - Video showing aquatic animals	- Question and answers - Self assessment - Three minutes pause - Discussion - Portfolio	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
			- Models of aquatic animals - Brochures		
5. OUR CULTURE 5.1 Cultural Heritage	The pupil should demonstrate the ability to: - Identify ways of inheriting culture. - Explain advantages of inheriting culture. - Discuss impacts of not inheriting culture in the society.	- Brainstorming - Songs - Children's plays - Story telling - Discussion - Question and answers - Field Trips - Guest speaker - ICT Presentation	- Charts showing children's play - Word cards - Brochures - Flash /DVD - Traditional clothes - Traditional foods - Picture showing Stone Town buildings	- Thumb up thumb down - Checklist - Self assessment	15
5.2 Origin of Zanzibari's Culture	The pupil should demonstrate the ability to: - Describe the elements of Zanzibari's culture. - Explain the origin of the	- Songs - Brainstorming - Question and answers - Field Trips - Discussion - Games - Guest speaker - ICT Presentation	- Traditional clothes - Pictures showing Zanzibari's culture - Traditional foods - Cooking pots	- Question and answers - Discussion - Research - Portfolio - Peer assessment	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	Zanzibari's culture. iii. Discuss ways of preserving the Zanzibari's culture.		• Water pots • Weaving basket • Weaving Mat • Food cover • Pakacha • Palm leaves baskets • Flash /DVD • Projector • Computer • Television		
5.3 Zanzibari's Festivals	The pupil should demonstrate the ability to: i. Identify Zanzibar cultural festivals ii. Explain the advantage of Zanzibari's cultural festivals. iii. Discuss the ways of preserving	• Brainstorming • Gallery walk • Presentation • Exhibition • Field Trips • Demonstration. • Story telling • Question and answers • ICT presentation	• Video shows the Zanzibar cultural festival • Flash /DVD • Television • Picture shows Zanzibar cultural activities, • Manila sheets, • Pens	• Circle in circle out • Concept map • Self assessment • Portfolio • Peer assessment	14

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	Zanzibari's cultural festivals		• Cello tapes • Real objects of Zanzibari's culture • Computer • Projector		
6. OUR ETHICS 6.1 Decent Clothes	The pupil should demonstrate the ability to: i. Identify decent clothes. ii. Discuss characteristics of decent clothes. iii. Explain advantages of wearing decent clothes.	• Brainstorming • Question and answers • Discussions • Case study • Guest speaker • Plays/Games • ICT Presentation • Bragging	• Real clothes • Picture showing decent clothes • Video showing decent clothes • Television • Projector • Computer • Flash/DVD	• Thumb up thumb down • Question and answers • Self-assessment • Observation	15
6.2 Moral Decay in Society	The pupil should demonstrate the ability to: i. Identify causes of moral decay.	• Brainstorming • Discussion • Case study • Question and answers	• Television • Flash /DVD • Brochures • Journals • Puppets	• Thumb up thumb down • Question and answers • Discussion	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Describe the impact of moral decay. iii. Discuss ways of overcoming moral decay in the society.	• Role play • Plays/Games • Guest speaker • ICT presentation	• Pictures showing moral decay event. • Video showing moral decay actions • Computer • Projector	• Three minutes pause • Obsevation	
7. COMMUNICATION 7.1 Traditional Communication	The pupil should demonstrate the ability to: i. Identify traditional communication devices. ii. Explain uses of traditional communication devices.	• Question and answers • Brainstorming • Demonstration • Discussion • Role Play • ICT Presentation • Observation	• Drum • Whistle • Dish shaped gong • Letter • Brochures • Flash /DVD • Horn • Woodwind • Pencils • Colored pencils • Plain paper • Manila sheet • Sound recorder	• Reflection card • Question and answers • Self assessment • Portfolio	16

TOPIC / SUB TOPIC	SPECIFIC LEARNING OUTCOMES	SUGGESTED LEARNING METHODOLOGY	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
7.2 Modern Communication devices.	The pupil should demonstrate the ability to: - Identify modern communication devices. - Use modern communication devices.	- Question and answers - Brainstorming - Demonstration - Discussion - Plays/games - ICT Presentation - Field Trips	- Computer - Projector - Television - Radio - Telephone - Flash /DVD - Computer - Modern communication devices - Charts showing modern communication devices - News paper - Brochures - Projector	- Three minutes reflection - Peer assessment - Self-assessment - Discussion	16

STANDARD - III

STANDARD III

General Learning Outcomes for Standard Three

In learning Environment subject, the standard three pupil shall demonstrate the ability to:

1. Build the habit of conserving environment.
2. Prepare nutritional food.
3. Prevent him/her self from communicable and non-communicable diseases.
4. Recognize and provide first aid.
5. Recognize and conserve Zanzibar natural resources.
6. Recognize and conserve rare animals and birds available in Zanzibar.
7. Cultivate and grow food and cash crops to promote National economy.
8. Become a good leader and show respect to his/her national identity symbols of Zanzibar.
9. Use publications and library for getting knowledge and scientific skills.

STANDARD THREE

TOPIC/SUB-TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
1. WASTE 1.1 Concept of waste	The pupil should demonstrate the ability to: i. Identify the types of waste. ii. Describe the uses of waste. iii. Discuss the impacts of waste.	• Story telling • Question and answers • Case study • Discussion • Gallery walk • ICT Presentation	• Waste • Brochures • Video showing areas having waste • Flash / DVD • Television • Computer • Projector	• Question and answers • Self-assessment • Discussion	16
1.2 Waste Collection and control	The pupil should demonstrate the ability to: i. Clarify the tools for collecting waste. ii. Explain ways of collecting waste. iii. Discuss advantages of waste control.	• Question and answers • Songs • Demonstration • Guest speaker • Gallery walk • Field Trips • ICT Presentation	• Broom • Rake • Dust bin • Marker Pens • Manilla sheet • Glue/cello tape • Gloves • Dustpan • Spade • Hoe • Flash/DVD • Computer • Projector	• Question and answers • Discussion • Observation • Reflection card	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
2. FOOD AND NUTRITION 2.1 Preparation of foods in preserving nutrients	The pupil should demonstrate the ability to: i. Clarify things to consider in preparation of food by preserving nutrients. ii. Explain steps of food preparation. iii. Prepare food in order to preserve nutrients.	• Brainstorming • Demonstration • Question and answers • Gallery walk • Guest speaker • Field Trips • ICT presentation	• Cooking utensils • Real foods • Food • Journals • Flash / DVD • Television • Video that shows preparation of food • Computer • Projector	• Question and answers • Reflection card • Self assessment • Discussion	17
2.2 Food Preservation	The pupil should demonstrate the ability to: i. Identify correct ways of food preservation. ii. Explain advantages of food preservation.	• Question and answers • Story telling • Discussion • Demonstration • Field Trips • ICT Presentation	• Pictures of preserved food • Real food • Picture of fridge • Clay pot • Dishes • Brochures • Flash / DVD • Television • Video	• Self assessment • Observation • Discussion • Portfolio • Reflection card	16

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	iii. Follow procedures to preserve food.		- Cupboard for storing food - Computer - Projector - Microphone		
3. DISEASES 3.1 Communicable Diseases (Measles, Cholera and Covid-19)	The pupil should demonstrate the ability to: - Describe the concept of communicable diseases. - Explain the symptoms of communicable diseases. - Discuss preventive measures of communicable diseases.	- Songs - Question and answers - Discussion - Gallery walk - Bragging - Guest speaker - Observation - ICT Presentation	- Charts showing communicable disease. - Journals - Brochures - Television - Flash / DVD - Video showing communicable diseases - Computer - Projector - Microphone	- Question and answers - Reflection card - Discussion	17
3.2 Non-Communicable Diseases	The pupil should demonstrate the ability to:	- Songs - Question and answers - Discussion	Pictures showing people with non-	- Question and answers - Peer assessment	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
(Blood Pressure)	i. Describe the concept of non-communicable diseases. ii. Explain the symptoms of non-communicable diseases. iii. Discuss measures of preventing non-communicable diseases.	• Gallery walk • Bragging • Guest speaker • Case study • ICT Presentation	communicable diseases. • Journals • Brochures • Television • Flash / DVD • Video showing people with non-communicable diseases • Computer • Projector	• Discussion • Observation	
4. FIRST AID 4.1 Concept of First Aid	The pupil should demonstrate the ability to: i. Identify the events that need first aid. ii. Discuss the advantages of first aid.	• Question and answers • Demonstration • Discussion • Guest speaker • ICT Presentation • Drama	• Journals • Brochures • Television • Flash / DVD • Computer • Projector	• Question and answers • Self-assessment • Observation • Portfolio	16

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	iii. Explain the uses of first aid kit.				
4.2 The first aid provision (The bruised, Insect bitten and injected)	The pupil should demonstrate the ability to: i. Explain things to consider in providing first aid. ii. Provide First aid by considering the procedures.	• Question and answers • Demonstration • Discussion • Observation • Role play • Guest speaker • ICT presentation	• First aid kit • Flash/DVD • Television • Brochures • Computer • Projector	• Reflection card • Self - assessment • Observation • Discussion	17
5. OUR ENVIRONMENT 5.1 Zanzibar Relief	The pupil should demonstrate the ability to: i. Identify the distribution of Zanzibar relief. ii. Explain valley, forest, river and hills found in Zanzibar.	• Brainstorming • Discussion • Question and answers • Field Trips • ICT Presentation	• Map of Zanzibar • Picture that showing Zanzibar relief • Flash / DVD • Television • School atlas • Tactile charts showing Zanzibar relief • Computer	• Three minutes reflection • Self assessment • Discussion • Reflection card	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	iii. Draw a map that shows physical features of Zanzibar.		• Projector		
5.2 Zanzibar Natural Resources	The pupil should demonstrate the ability to: - Explain the natural resources of Zanzibar - Discuss advantages of Zanzibar natural resources. - Draw a map of Zanzibar natural resources.	• Brainstorming • Demonstration • Question and answers • Discussion • Plays/Games • Field Trips • ICT Presentation	• Map showing natural resources of Zanzibar • Flash / DVD • Television • Word Cards • Journals • Brochures • Computer • Projector	• Reflection card • Thumb up thumb down • Observation • Discussion • Checklist • Portfolio	15
6. ANIMALS 6.1 Rare Animals	The pupil should demonstrate the ability to: Clarify rare animals that are available in Zanzibar.	• Question and answers • Brainstorming • Demonstration • Discussion • Field Trips • ICT Presentation	• Television • Computer • Charts showing rare animals • News paper • Brochures showing rare	• Reflection card • Thumb up thumb down • Discussion • Peer assessment	15

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Explain the reasons for disappearance of rare animals. iii. Discuss methods for conserving rare animals.		animals information • Projector • Video showing rare animals • Flash/DVD • Pictures showing rare animals		
6.2 Birds	The pupil should demonstrate the ability to: i. Identify domestic and wild birds. ii. Draw pictures of domestic and wild birds. iii. Explain advantages of domestic and wild birds.	• Question and answers • Gallery walk • Demonstration • Discussion • Field Trips • Guest speaker • ICT Presentation	• Television • Computer • Charts showing pictures of birds • Brochures • Projector • Flash/ DVD • Pictures card • Bird models. • Real birds • (Pigeon, crow and hen)	• Three minutes reflection • Self assessment • Portfolio	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
7. OUR ECONOMY 7.1 Food Crops	The pupil should demonstrate the ability to: i. Identify food crops available in Zanzibar. ii. Draw the food crops. iii. Explain advantages of food crops. iv. Discuss the methods of preserving food crops.	• Brainstorming • Discussion • Gallery walk • Question and answers • ICT Presentation • Guest speaker • Field Trips	• Video • Flash /DVD • Television • Pictures of food crops • Real food crops • Word Cards • Computer • Projector	• Thumb up thumb down • Circle in circle out • Discussion • Checklist • Question and answers	15
7.2 Cash Crops	The pupil should demonstrate the ability to: i. Identify the cash crops available in Zanzibar. ii. Draw cash crops.	• Brainstorming • Question and answers • Discussion • Gallery walk • ICT Presentation • Guest speaker • Field Trips	• Picture of cash crops • Map of Zanzibar. • Video that shows cash crops • Flash /DVD	• Reflection card • Checklist • Portfolio • Observation	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	iii. Describe the advantages of cash crops. iv. Discuss the methods of preserving cash crops.		• Real cash crops • Computer • Projector		
8. OUR ETHICS 8.1 Good leadership	The pupil should demonstrate the ability to: i. Explain the concept of good leadership. ii. Analyze the principle of good leadership. iii. Explain the advantages of good leadership.	• Brainstorming • Question and answers • Discussion • Demonstration • Gallery walk • Guest speaker • Bragging	• Chart showing position of Zanzibar • Revolutionary Government leaders • Cards showing title of Zanzibar Government leaders • Picture of Zanzibar Government leaders	• Thumb up • thumb down • Self-assessment • Discussion • Portfolio • Observation	15

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
8.2 The Symbols of National identity (Zanzibar)	The pupil should demonstrate the ability to: i. Identify the symbols of National identity. ii. Explain advantages of the symbols of National identity. iii. Draw symbols of National identity.	• Song • Brainstorming • Question and answers • Discussion • ICT Presentation	• Zanzibar Flag • Zanzibar coat of arms • Flip charts of National anthem. • Pens • Makerpen • Flash / DVD • Redio • Television • Cello tapes • Computer • Projector	• Question and answers • Thumb up thumb down • Self assessment • Portfolio	17
9. COMMUNICATION 9.1 Publications (Brochures, newspaper, posters, journals)	The pupil should demonstrate the ability to: i. Identify publications.	• Question and answers • Brainstorming • Demonstration • Discussion • Concept map • ICT Presentation	• Journals • News papers • Brochures • Leaf let • Posters • Calendar • Sound recorder • Computer	• Thumb up thumb down • Reflection card • Peer assessment • Portfolio	17

TOPIC/SUB -TOPIC	SPECIFIC LEARNING OUTCOME	SUGGESTED LEARNING METHODOLOGIES	SUGGESTED LEARNING MATERIALS	ASSESSMENT	PERIODS
	ii. Differentiate the types of publications iii. Explain advantages of publications.		• Projector		
9.2 Academic Libraries	The pupil should demonstrate the ability to: i. Describe services that are provided in library. ii. Explain the important of library. iii. Use library for getting knowledge.	• Brainstorming • Question and answers • Discussion • Field Trips • ICT Presentation	• Library • Calender • Computer • Projector • News paper • Brochures • Flash DVD • Journals • Books • Dictionary	• Circle in circle out • Self assessment • Portfolio • Observation	17