# Summary of Activities

| Strand | Sub-strand | Lesson | Activities (count) |
| --- | --- | --- | --- |
| 1.0 Social Studies & Personal Management | 1.1 Self-Improvement | Lesson 1 | 3 |
|  |  | Lesson 2 | 3 |
|  |  | Lesson 3 | 4 |
|  | Subtotal 1.1 |  | 10 |
|  | 1.2 Self-Esteem Assessment | Lesson 1 | 4 |
|  |  | Lesson 2 | 4 |
|  |  | Lesson 3 | 4 |
|  |  | Lesson 4 | 4 |
|  | Subtotal 1.2 |  | 16 |
| Strand 1.0 subtotal |  |  | 26 |
| 2.0 Community Service Learning | 2.1 Community Service Learning Project | Lesson 1 | 3 |
|  |  | Lesson 2 | 2 |
|  |  | Lesson 3 | 4 |
|  |  | Lesson 4 | 4 |
|  |  | Lesson 5 | 3 |
|  |  | Lesson 6 | 3 |
| Strand 2.0 subtotal |  |  | 19 |
| Grand total |  |  | 45 |

**Thursday, 2 Oct 2025 - due Tuesday, 7 Oct 2025**

**GRADE 8 SOCIAL STUDIES**

**Strand 1.0: Social Studies and Personal Management**

**Sub-Strand 1.1: Self-Improvement**

**📘 Lesson 1: Describe Personality Traits for Self-Understanding**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Define personality traits and explain their role in self-understanding.
2. Identify and describe the Big Five personality traits.
3. Match animal behaviours to human personality traits.
4. Reflect on personal traits through guided self-exploration.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Have you ever noticed that some friends love trying new things while others prefer routine? Personality traits explain why we act, feel, and think differently. In this lesson, you will discover the invisible qualities that make you unique. Understanding your personality is the first step towards self-growth and healthy relationships."

**🖱️ Activity 1: Meet the Animal You! – Personality Hotspot**

**🎯 Activity Introduction (Voice-Over)**

"Animals show qualities that remind us of human behaviour. In this activity, you will click on each animal to reveal the personality trait that matches its actions. Let us find out which animal teaches us about qualities we might see in ourselves."

**🛠️ Developer Guide Instructions**

* Display a **single interactive habitat scene** with **six animals placed around it**:
  + 🦅 Eagle soaring in the sky
  + 🐘 Elephant standing protectively with smaller elephants
  + 🐆 Cheetah mid-sprint
  + 🐢 Tortoise walking slowly on the ground
  + 🐇 Hare hopping playfully
  + 🦁 Lion standing tall before its pride
* Each animal is a **clickable hotspot**.
* When clicked:
  + Show the **trait(s)** with a short explanation.
  + Show the **example in human life** (from the table below).
* Learners can click all hotspots in any order.

**📱 Learner Instructions (On Screen)**

Click on each animal to discover the personality trait it represents. Notice how the animal’s actions relate to human qualities.

**💡 Hints (On Screen)**

* "Look at how the elephant protects others. What trait does that show?"
* "Think: Is this animal fast or slow? Does it lead or follow?"

**🧱 Activity Content**

| **Animal** | **Traits Revealed on Click** | **Example in Human Life** |
| --- | --- | --- |
| 🦅 Eagle | Visionary, observant, adaptable | A student who plans ahead and adjusts when exams change |
| 🐘 Elephant | Loyal, compassionate, protective | A friend who listens and supports others |
| 🐆 Cheetah | Fast, goal-driven, focused | Someone who finishes homework quickly and accurately |
| 🐢 Tortoise | Patient, steady, thoughtful | A learner who takes time to understand difficult topics |
| 🐇 Hare | Energetic, quick, impulsive | A classmate who volunteers fast but sometimes rushes |
| 🦁 Lion | Brave, confident, natural leader | A prefect who speaks up during school meetings |

**🔚 Activity Conclusion (Voice-Over)**

"You have seen how animals can reflect human qualities. Think about which animal feels most like you and why. This will help you recognise your personal strengths and behaviours."

**🎡 Activity 2: The Personality Wheel Spin – Big Five Explorer**

**🎯 Activity Introduction (Voice-Over)**

"Personality researchers use five key traits to understand people. In this activity, you will spin a wheel and learn about each one. You will also see examples that connect to your own life."

**🛠️ Developer Guide Instructions**

* Design a colourful spinning wheel with five labelled segments:  
  🔹 Openness | 🔹 Conscientiousness | 🔹 Extroversion | 🔹 Agreeableness | 🔹 Neuroticism
* When spun, the wheel stops on a trait.
* A pop-up shows definition and real-life example.

**📱 Learner Instructions (On Screen)**

Spin the wheel. Read the definition and look at the example. Ask yourself: Do I see this trait in my daily life?

**💡 Hints (On Screen)**

* "Openness = enjoying new experiences and ideas."
* "Conscientiousness = being responsible and organised."
* "Neuroticism = experiencing stress or strong emotions sometimes."

**🧱 Activity Content**

| **Trait** | **Explanation** | **Example** |
| --- | --- | --- |
| Openness | Curiosity, imagination, creativity | Enjoying art or trying new foods |
| Conscientiousness | Organisation, responsibility, discipline | Completing assignments on time |
| Extroversion | Sociability, talkativeness, confidence | Leading a group discussion |
| Agreeableness | Kindness, empathy, cooperation | Helping a new student feel welcome |
| Neuroticism | Emotional sensitivity, stress, worry | Feeling anxious before a test |

**🔚 Activity Conclusion (Voice-Over)**

"The Big Five traits explain many differences between people. Remember that these traits can grow and develop over time, just as we continue to learn and improve."

**📖 Activity 3: Aria the Eagle’s Journey – Interactive Story Adventure**

**🎯 Activity Introduction (Voice-Over)**

"Aria is a young eagle learning how to fly. Through her story, you will make choices that reveal important traits such as resilience, curiosity, and adaptability. Let us see what kind of eagle Aria becomes with your help."

**🛠️ Developer Guide Instructions**

* Create an animated storybook with **three branching decision points**.
* Each decision point has **two clickable choices**.
* Each choice should reveal the **associated trait outcome** and feedback.
* Do not include sound effects.
* Ensure text and images are clear for educational use.

**📱 Learner Instructions (On Screen)**

Read each scene carefully. Click the choice you think Aria should make. Your decision will reveal the personality trait demonstrated.

**💡 Hints (On Screen)**

* "What would a curious eagle do when watching others?"
* "How would a resilient eagle act after failing?"
* "What could an adaptable eagle do in a storm?"

**🧱 Activity Content**

| **Scene** | **Choices** | **Trait Outcome** |
| --- | --- | --- |
| Tries to fly but falls | 🟢 Keep flapping hard | Resilience |
|  | 🔴 Give up and hide | Fear |
| Sees older eagles flying | 🟢 Watch and learn | Curiosity |
|  | 🔴 Ignore them | Missed opportunity |
| Storm arrives | 🟢 Use wind to rise | Adaptability |
|  | 🔴 Hide in cave | Avoids challenge |

**💬 Feedback for Learners**

| **Scene** | **Choice** | **Feedback** |
| --- | --- | --- |
| Tries to fly but falls | Keep flapping hard | ✅ You chose to keep flapping. That shows resilience, just like people who do not give up when learning something new. |
|  | Give up and hide | ❌ Giving up feels safe, but it shows fear. Resilient learners keep trying until they succeed. |
| Sees older eagles flying | Watch and learn | ✅ Watching and learning shows curiosity. Curious learners pay attention and grow through observation. |
|  | Ignore them | ❌ Ignoring others means missing a chance to learn. Being curious opens the door to new ideas. |
| Storm arrives | Use wind to rise | ✅ Using the wind to rise shows adaptability. Adaptable learners use challenges to improve themselves. |
|  | Hide in cave | ❌ Hiding avoids the challenge, but nothing new is learned. Adaptability helps us face storms in life. |

**🔚 Activity Conclusion (Voice-Over)**

"Aria’s story shows that growth comes from resilience, curiosity, and adaptability. Just like Aria, you can face challenges, learn from others, and adjust to new situations."

**🌟 Key Takeaways**

* Personality traits are consistent patterns of behaviour, thought, and emotion.
* The Big Five traits help us understand differences among people.
* Animals can reflect human-like traits such as loyalty, confidence, and patience.
* Self-reflection builds awareness, growth, and stronger relationships.

**📘 Lesson 2: Share Goals for Self-Improvement in Social Life**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Define self-improvement and explain its importance in social life.
2. Identify different types of self-improvement goals such as academic, social, health, and career.
3. Create SMART personal goals for social development.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Every person has the power to grow. In this lesson, you will discover how to set goals that improve your social life and help you connect better with others. From friendships to teamwork, each goal is a step toward becoming your best self. Let us explore how planning and action shape growth."

**🌐 Activity 1: Goal Explorer – Interactive Flowchart**

**🎯 Activity Introduction (Voice-Over)**

"Goals come in many forms. In this activity, you will explore different types of goals and discover examples that inspire you to grow. Each branch will show you a goal you can relate to in your own life."

**🛠️ Developer Guide Instructions**

* Create a clickable flowchart with six branches:  
  📚 Academic | 🤝 Social | 🏃 Health | 💼 Career | 🎨 Creativity | 🤲 Community
* Each branch reveals 2–3 examples with icons and images orshort clips.
* Learners select one goal from any branch.

**📱 Learner Instructions (On Screen)**

Click on each category to see example goals. Choose one that connects with your interests.

**💡 Hints (On Screen)**

* "Is your goal about learning, helping others, or improving health?"
* "Think about what you want to achieve this term."

**🧱 Activity Content**

| **Category** | **Example Goals** | **Icon** |
| --- | --- | --- |
| 📚 Academic | Improve my grades in Social Studies; Read one book every two weeks | 📘 |
| 🤝 Social | Speak to one new person weekly; Join a club at school | 🗣️ |
| 🏃 Health | Play football twice weekly; Drink more water daily | ⚽ |
| 💼 Career | Learn about careers in law; Shadow a local professional | 🎓 |
| 🎨 Creativity | Learn drawing techniques; Write a short poem monthly | 🎨 |
| 🤲 Community | Volunteer at a local event; Help organise a school clean-up | 🌍 |

**🔚 Activity Conclusion (Voice-Over)**

"You have explored different categories of goals. Remember that the best goal for you is the one that excites and motivates you to act."

**🛠️ Activity 2: SMART Goal Builder – Interactive Form**

**🎯 Activity Introduction (Voice-Over)**

"A dream becomes a plan when it is SMART. In this activity, you will build a goal that is Specific, Measurable, Achievable, Realistic, and Time-bound."

**🛠️ Developer Guide Instructions**

* Create an **interactive form** with five labelled fields: Specific, Measurable, Achievable, Realistic, and Time-bound.
* Provide **tooltips** and guiding questions for each field.
* Learners type their answers into the form.
* Show **general facilitative feedback** after all entries are completed:
  + One for when all fields are filled with clear content.
  + One for when one or more fields are vague or left incomplete.
* Display the example entry for guidance.

**📱 Learner Instructions (On Screen)**

Fill in each section of the SMART form to create your personal goal. Use the guiding tooltips and examples to make your entries clear.

**💡 Hints (On Screen)**

* "Specific: What exactly will you do?"
* "Measurable: How will you know you have achieved it?"
* "Achievable: Can you realistically reach this goal with your resources?"
* "Realistic: Does this goal fit into your life and abilities?"
* "Time-bound: When will you complete it?"

**🧱 Activity Content**

| **SMART Field** | **Example Entry** |
| --- | --- |
| 📝 Specific | Speak up in class twice each week |
| 📊 Measurable | Count the number of times I contribute |
| 🎯 Achievable | I can prepare answers at home |
| ⚖️ Realistic | I have time to do this in every lesson |
| ⏰ Time-bound | I will do this for four weeks |

* ❌ **Incorrect Facilitative Feedback**  
  "Your SMART goal is not complete. One or more sections are too vague or left empty. Revisit your entries and make sure you have added clear details for each part: what you will do, how you will measure it, how it is achievable, why it is realistic, and when you will complete it."

**🔚 Activity Conclusion (Voice-Over)**

"You have transformed a simple wish into a SMART goal. Keep it written down and review it regularly to stay on track and motivated."

**🎮 Activity 3: Role-Play – The Social Challenge Simulator**

**🎯 Activity Introduction (Voice-Over)**

"Life brings social challenges. In this activity, you will step into different scenarios and decide how to respond. Your choices will reveal the skills you use to solve problems."

**🛠️ Developer Guide Instructions**

* Create **three scenarios** with four labelled response options each (A, B, C, D).
* Each choice should be clickable and lead to an animated or text-based outcome.
* Display **facilitative feedback** after each choice.
* Allow learners to retry or explore alternative responses.

**📱 Learner Instructions (On Screen)**

Read each scenario carefully. Select one of the labelled responses (A, B, C, or D). Watch or read the outcome and note the skill it demonstrates.

**💡 Hints (On Screen)**

* "What would a respectful and responsible student do?"
* "How can you solve the issue without blaming others?"
* "Think about the long-term effect of your choice."

**🧱 Activity Content**

**Scenario 1: Group Project – One member is not contributing**

| **Choice** | **Response** | **Outcome** |
| --- | --- | --- |
| A | Confront kindly | Learner listens and starts working |
| B | Ignore | Workload increases, tension grows |
| C | Report immediately | Teacher intervenes, student feels embarrassed |
| D | Invite to talk privately | Learner shares struggles, group improves |

**Scenario 2: Playground Disagreement – Two classmates are arguing loudly**

| **Choice** | **Response** | **Outcome** |
| --- | --- | --- |
| A | Step in calmly and mediate | Both students calm down and reach understanding |
| B | Walk away without helping | Argument continues and worsens |
| C | Shout at them to stop | Argument escalates further |
| D | Ask a teacher for support | Teacher helps them resolve the issue |

**Scenario 3: Online Group Chat – Hurtful message posted about a classmate**

| **Choice** | **Response** | **Outcome** |
| --- | --- | --- |
| A | Defend the classmate politely | Classmate feels supported and others reflect |
| B | Say nothing and scroll on | The harmful message spreads further |
| C | Reply with anger | Conflict grows online and more join in |
| D | Report to group admin or teacher | The message is removed and guidance is given |

**💬 Feedback for Learners**

**Scenario 1 Feedback**

* A → ✅ "Good choice. You spoke firmly but with respect, which encourages teamwork."
* B → ❌ "This avoids the problem. The workload will increase for you and tension will grow."
* C → ❌ "The teacher helps, but the student feels embarrassed. Think if there was a kinder way first."
* D → ✅ "Excellent. You listened to the learner’s struggles and the group improved."

**Scenario 2 Feedback**

* A → ✅ "You acted responsibly by helping both sides calm down. Mediation is a strong conflict resolution skill."
* B → ❌ "Walking away does not solve the issue. The conflict may continue or get worse."
* C → ❌ "Shouting adds to the tension. Conflict needs calm solutions, not more noise."
* D → ✅ "You showed maturity by seeking help. Teachers can provide fair solutions."

**Scenario 3 Feedback**

* A → ✅ "Well done. You supported your classmate respectfully and encouraged others to reflect."
* B → ❌ "Silence allows the hurtful message to spread further. Speaking up or acting is better."
* C → ❌ "Responding with anger increases conflict. It can make the situation worse for everyone."
* D → ✅ "You chose wisely. Reporting ensures the harmful message is removed and guidance is provided."

**🔚 Activity Conclusion (Voice-Over)**

"Real social growth happens through practice. Each decision you make builds skills that help you solve problems respectfully, support others, and strengthen relationships in school and beyond."

**🌟 Key Takeaways**

* Self-improvement is the process of growing in skills, values, and relationships.
* SMART goals are Specific, Measurable, Achievable, Realistic, and Time-bound.
* Social goals strengthen teamwork, empathy, and confidence.
* Sharing and reflecting on goals makes them more powerful.

**📘 Lesson 3: Appreciate the Role of Values in the Development of Personality Traits**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Define values and explain their role in shaping personality.
2. Link core values to specific personality traits.
3. Analyse real-life stories of people who acted with strong values.
4. Create and share a personal values pledge.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"What shapes the choices you make each day? Values are your inner compass, guiding your behaviour and forming your character. In this lesson, you will discover how values like integrity, empathy, and respect shape personality traits. Let us explore how values prepare you to become a person of strength and character."

**🧩 Activity 1: Values & Traits Connection – Interactive Matching**

**🎯 Activity Introduction (Voice-Over)**

"Values are more than ideas; they grow into traits that people can see in your actions. In this activity, you will match values with the personality traits they help to develop."

**🛠️ Developer Guide Instructions**

* Create a **drag-and-drop matching activity**.
* Display **six values** on the left side and **six personality traits** on the right side.
* Learners must drag each value to connect it with the correct personality trait.
* When a match is attempted, display **specific facilitative feedback** (correct or incorrect).
* Ensure icons are included for values to support visual engagement.

**📱 Learner Instructions (On Screen)**

Drag each value on the left to connect it with the personality trait on the right that it develops.

**💡 Hints (On Screen)**

* "Empathy helps you recognise and share the feelings of others."
* "Integrity means doing what is right, even when nobody is watching."
* "Curiosity often leads to creative discoveries."

**🧱 Activity Content**

| **Value** | **Personality Trait** |
| --- | --- |
| ❤️ Empathy | Kindness, Emotional Intelligence |
| ✅ Integrity | Trustworthiness |
| 🛠️ Responsibility | Diligence |
| 🤝 Respect | Tolerance |
| 🔍 Curiosity | Creativity |
| 🤲 Collaboration | Teamwork |

**💬 Feedback for Learners**

**Correct Facilitative Feedback**

* ❤️ Empathy → "Excellent. You matched empathy with kindness and emotional intelligence. Caring for others naturally develops these traits."
* ✅ Integrity → "Correct. Integrity builds trustworthiness because doing what is right earns the trust of others."
* 🛠️ Responsibility → "Well done. Responsibility leads to diligence, as taking tasks seriously makes you dependable and hardworking."
* 🤝 Respect → "Good choice. Respect encourages tolerance by helping people accept and value differences."
* 🔍 Curiosity → "Perfect. Curiosity inspires creativity because asking questions leads to new ideas and solutions."
* 🤲 Collaboration → "Correct. Collaboration builds teamwork, since working together requires cooperation and shared effort."

**Incorrect Facilitative Feedback**

* "That is not the correct match. Think again about what this value encourages in behaviour. Try once more."

**🔚 Activity Conclusion (Voice-Over)**

"You have seen that values are the seeds from which personality traits grow. Every choice you make reflects the values you hold inside."

**📜 Activity 2: Otieno’s Story – Interactive Timeline**

**🎯 Activity Introduction (Voice-Over)**

"Otieno is a young social worker who transformed his community through strong values. In this activity, you will walk through his journey and identify the values that guided his actions."

**🛠️ Developer Guide Instructions**

* Create a **scrollable interactive timeline** with **four clickable events**.
* At each event, learners click a hotspot to reveal the **value demonstrated** and an **explanation of its impact**.
* Ensure icons are included for visual clarity.
* Display content in structured text when learners click each event.

**📱 Learner Instructions (On Screen)**

Click each event on the timeline. Discover which value Otieno demonstrated and how it influenced his actions.

**💡 Hints (On Screen)**

* "Which value is needed to speak up against an unfair tradition?"
* "What value helps connect with people facing challenges?"
* "Which value keeps a community project alive over time?"

**🧱 Activity Content**

| **Event** | **Value Demonstrated** | **Explanation** |
| --- | --- | --- |
| 🗣️ Held first community meeting | Courage | Otieno spoke out despite fear of resistance from some community members. |
| 📢 Launched awareness campaign | Integrity | Otieno told the truth about harmful practices and gained trust from the community. |
| 👥 Paired youth with mentors | Empathy | Otieno understood the struggles of young people and connected them with caring mentors. |
| 🔄 Sustained programme | Responsibility | Otieno worked consistently to keep the programme alive and ensured its success over time. |

**🔚 Activity Conclusion (Voice-Over)**

"Otieno’s story shows that ordinary people can achieve extraordinary results by living out their values. You too can use your values to make a difference."

**🎮 Activity 3: Values in Action – Decision-Making Scenario**

**🎯 Activity Introduction (Voice-Over)**

"Everyday life gives us tough choices. In this activity, you will face different situations and see how values guide your decisions."

**🛠️ Developer Guide Instructions**

* Create **four scenarios** with four labelled choices each (A, B, C, D).
* Each choice must be clickable and reveal:
  + The **value demonstrated**
  + The **outcome**
  + **Specific facilitative feedback** (correct or incorrect)
* Allow learners to retry or explore alternative responses.
* Use **tables with icons** for clarity.

**📱 Learner Instructions (On Screen)**

Read each scenario carefully. Select one response (A, B, C, or D). Your choice will reveal the value demonstrated and the outcome of your decision.

**💡 Hints (On Screen)**

* "Integrity means honesty, even when it is difficult."
* "Empathy means trying to understand another person’s feelings."
* "Responsibility is shown when you take action to solve problems."
* "Respect is reflected in how you treat others fairly."

**🧱 Activity Content**

**📘 Scenario 1: A learner sees a classmate cheating in an exam**

| **Choice** | **Response** | **Value Demonstrated** | **Outcome** |
| --- | --- | --- | --- |
| A | Report to teacher immediately | Integrity | Shows honesty but may damage friendship |
| B | Ignore the behaviour | Avoidance | Protects peace temporarily but allows dishonesty |
| C | Talk to classmate privately | Empathy and Courage | Learns reasons, offers help, prevents future cheating |
| D | Join in the cheating | Dishonesty | Gains marks unfairly but risks punishment |

**Feedback**

* A → ✅ "Good. Reporting shows honesty, but it may harm your friendship. Think about whether a private approach could help first."
* B → ❌ "Not the best choice. Ignoring allows dishonesty to continue."
* C → ✅ "Excellent. Talking privately shows empathy and courage. You help your classmate while protecting honesty."
* D → ❌ "This choice is dishonest. It may seem easy, but it risks your integrity and can bring punishment."

**📘 Scenario 2: A group member refuses to do their share of a project**

| **Choice** | **Response** | **Value Demonstrated** | **Outcome** |
| --- | --- | --- | --- |
| A | Take over all the work alone | Responsibility but Lack of Fairness | Work is done but unfair burden on one learner |
| B | Blame them loudly in front of others | Disrespect | Creates conflict and weakens teamwork |
| C | Invite them to share ideas privately | Respect and Empathy | Learner explains struggles and begins to contribute |
| D | Report the issue to the teacher calmly | Responsibility and Integrity | Teacher supports fair sharing of work |

**Feedback**

* A → ❌ "You showed responsibility, but it is unfair to take all the work. Teamwork requires balance."
* B → ❌ "This creates disrespect and weakens trust. Blaming loudly is not the best solution."
* C → ✅ "Correct. Respecting the learner and asking privately helps solve the problem."
* D → ✅ "Good. Reporting calmly to the teacher shows responsibility and fairness."

**📘 Scenario 3: You find lost money in the school corridor**

| **Choice** | **Response** | **Value Demonstrated** | **Outcome** |
| --- | --- | --- | --- |
| A | Keep the money | Dishonesty | You gain now but lose trust if discovered |
| B | Ask around if anyone lost it | Responsibility and Respect | Builds trust but may not find owner |
| C | Give it to the teacher | Integrity | Ensures money reaches rightful owner |
| D | Spend it with friends | Irresponsibility | Temporary gain but long-term guilt or punishment |

**Feedback**

* A → ❌ "This is dishonest. Keeping what is not yours harms trust."
* B → ✅ "Good choice. Asking around shows responsibility, even if you cannot find the owner."
* C → ✅ "Excellent. Giving the money to the teacher is honest and responsible."
* D → ❌ "This is irresponsible. Spending what is not yours will bring guilt or punishment."

**📘 Scenario 4: A new student is sitting alone during lunch**

| **Choice** | **Response** | **Value Demonstrated** | **Outcome** |
| --- | --- | --- | --- |
| A | Sit with them and introduce yourself | Empathy and Friendship | Student feels welcomed and included |
| B | Laugh at them with friends | Disrespect | Hurts the student and isolates them more |
| C | Do nothing and continue with your group | Avoidance | Problem is ignored, loneliness remains |
| D | Invite them to join your group | Inclusion and Respect | Student feels accepted and part of the school |

**Feedback**

* A → ✅ "Well done. Sitting with the student shows empathy and kindness."
* B → ❌ "This is disrespectful. Making fun of someone increases loneliness."
* C → ❌ "Doing nothing does not help. The student will remain isolated."
* D → ✅ "Good choice. Inviting them to your group shows respect and inclusion."

**🔚 Activity Conclusion (Voice-Over)**

"Every choice you make reflects your values. Acting with honesty, empathy, respect, and responsibility builds trust and strengthens your personality."

**📝 Activity 4: Build Your Values Pledge – Interactive Form**

**🎯 Activity Introduction (Voice-Over)**

"It is now your turn to make a promise. In this activity, you will create a values pledge that guides how you live at school, home, and in the community."

**🛠️ Developer Guide Instructions**

* Provide a digital form template:
  + “I value \_\_\_\_\_\_ because \_\_\_\_\_\_. I will show it by \_\_\_\_\_\_.”
* Include digital signature option.

**📱 Learner Instructions (On Screen)**

Fill in the pledge by choosing one value, explaining why it matters, and writing how you will live it out.

**💡 Hints (On Screen)**

* "Think of a value that is important to you, such as respect, honesty, or responsibility."
* "How will you show this value at home, in school, or in your community?"

**🧱 Activity Content**

Example pledge:

* “I value respect because everyone deserves to be heard. I will show it by listening without interrupting.”
* “I value responsibility because trust depends on it. I will show it by completing my duties on time.”

**🔚 Activity Conclusion (Voice-Over)**

"You have created a personal promise. Living by this pledge will guide your choices and strengthen your character."

**🌟 Key Takeaways**

* Values are beliefs that guide choices and behaviour.
* Values like empathy, integrity, and responsibility shape positive personality traits.
* Stories of people such as Thandi show that values can change entire communities.
* Creating pledges and sharing values helps you live with purpose and confidence.

**Sub-Strand 1.2: Self- Esteem Assessment**

**📘 Lesson 1: Explain the Contribution of Self-Esteem on Their Holistic Development**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Define self-esteem and explain why it is important.
2. Describe how self-esteem contributes to holistic development.
3. Identify real-life examples that show how self-esteem supports growth.
4. Reflect on how positive self-belief improves confidence and motivation.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Why do some people keep going even after failure while others give up? The answer often lies in self-esteem, which is how you see and value yourself. In this lesson, you will discover how self-esteem shapes your thoughts, feelings, relationships, and goals. You will learn how believing in yourself builds a strong and balanced life."

**🔗 Activity 1: Self-Esteem & Life Areas – Drag and Drop Connection**

**🎯 Activity Introduction (Voice-Over)**

"Self-esteem affects every part of life. In this activity, you will connect different life areas with the ways self-esteem strengthens them."

**🛠️ Developer Guide Instructions**

* Create a **drag-and-drop matching activity**.
* Display **six life areas**, each with an icon.
* Show six statements describing the effects of self-esteem on the side.
* Learners drag each statement to the correct life area.
* Provide **specific correct and incorrect facilitative feedback** for each choice.

**📱 Learner Instructions (On Screen)**

Drag each statement to the life area it improves.

**💡 Hints (On Screen)**

* "If you believe in your abilities, which area improves the most?"
* "How does self-esteem affect friendships and social life?"
* "Think about how self-esteem influences emotions and health."

**🧱 Activity Content**

| **Statement** | **Life Area** | **Icon** |
| --- | --- | --- |
| "I believe I can pass this test." | Academic Success | 📚 |
| "I speak up when I am treated unfairly." | Relationships | 💬 |
| "I keep trying even after failing." | Resilience | 💪 |
| "I set big goals and work towards them." | Goal Achievement | 🎯 |
| "I feel proud of who I am." | Mental Health | 🧠 |
| "I join clubs and make friends easily." | Social Life | 🤝 |

**💬 Feedback for Learners**

**📚 Academic Success**

* ✅ "Correct. Believing you can pass a test shows self-esteem in academics."
* ❌ "Not correct. Reflect again. Which life area is directly linked to passing a test?"

**💬 Relationships**

* ✅ "Good choice. Speaking up against unfair treatment shows self-esteem in relationships."
* ❌ "Not correct. Think again. Which area improves when you handle unfair treatment with confidence?"

**💪 Resilience**

* ✅ "Correct. Keeping on after failure is a sign of resilience built through self-esteem."
* ❌ "Not correct. Consider which life area benefits most from trying again after failure."

**🎯 Goal Achievement**

* ✅ "Correct. Setting and working towards goals is strengthened by self-esteem."
* ❌ "Not correct. Which area involves achieving what you plan for?"

**🧠 Mental Health**

* ✅ "Correct. Feeling proud of who you are is a sign of healthy self-esteem that supports mental health."
* ❌ "Not correct. Think again. Which area is strengthened by inner pride and emotional well-being?"

**🤝 Social Life**

* ✅ "Correct. Joining clubs and making friends is easier with strong self-esteem."
* ❌ "Not correct. Reflect again. Which life area grows when you build new friendships?"

**🔚 Activity Conclusion (Voice-Over)**

"You have seen how self-esteem influences school, relationships, emotions, and goals. It is the foundation of a balanced and successful life."

**🧠 Activity 2: The Self-Esteem Wheel – Interactive Diagram**

**🎯 Activity Introduction (Voice-Over)**

"Self-esteem is at the centre of holistic growth. In this activity, you will explore a wheel that shows how it strengthens every part of your life."

**🛠️ Developer Guide Instructions**

* Create a **central wheel** labelled **“Self-Esteem”**.
* Add **five clickable outer segments**: Confidence, Resilience, Healthy Relationships, Goal Achievement, and Emotional Health.
* When a learner clicks on a segment, display the **example explanation** for that life area.
* Ensure the wheel is interactive, with each hotspot clearly highlighted when selected.

**📱 Learner Instructions (On Screen)**

Spin the wheel and click each section to discover how self-esteem strengthens that area of life.

**💡 Hints (On Screen)**

* "Which trait helps you speak up in class?"
* "Which area helps you keep going after failure?"
* "Which area of life benefits when you manage your emotions well?"

**🧱 Activity Content**

| **Segment** | **Example** | **Explanation** |
| --- | --- | --- |
| 🌟 Confidence | Learner raises hand to answer in class | Self-esteem builds confidence, which encourages learners to believe in themselves and participate actively. |
| 💪 Resilience | Learner rewrites essay after low marks | Self-esteem strengthens resilience, helping learners recover from setbacks and keep improving. |
| 🤝 Healthy Relationships | Friends supporting each other | Self-esteem improves relationships, as learners respect themselves and others, leading to mutual support. |
| 🎯 Goal Achievement | Learner celebrates meeting a study target | Self-esteem encourages learners to set realistic goals, stay motivated, and celebrate success. |
| 🧘 Emotional Health | Learner calms down using breathing | Self-esteem supports emotional health by helping learners manage stress and maintain inner balance. |

**🔚 Activity Conclusion (Voice-Over)**

"You have explored how self-esteem supports many areas of growth. It is the engine that drives holistic development."

**🗣️ Activity 3: Otieno & Amina – Dialogue Decision Maker**

**🎯 Activity Introduction (Voice-Over)**

"Otieno notices that Amina has changed. She is more confident, speaks up in class, and believes in herself. In this activity, you will step into their conversation and see how self-esteem changes relationships."

**🛠️ Developer Guide Instructions**

* Create an **interactive branching dialogue simulation** between two characters (Otieno and Amina).
* Provide **three different scenarios**, each with four clickable choices for Amina’s response.
* Jason’s reaction (now Otieno) should vary depending on Amina’s choice.
* After each choice, display **specific correct or incorrect facilitative feedback**.
* Learners should be able to explore all choices.

**📱 Learner Instructions (On Screen)**

Read Otieno’s question carefully. Choose Amina’s response (A, B, C, or D). Observe how Otieno reacts and reflect on how self-esteem shapes behaviour and relationships.

**💡 Hints (On Screen)**

* "What would a confident person say?"
* "How does believing in yourself change the way you respond?"
* "Which answer shows growth, courage, or motivation?"

**🧱 Activity Content**

**📘 Scenario 1: Academic Performance**

**Otieno’s Question:** *"How did you start doing so well in class?"*

| **Choice** | **Amina’s Response** | **Otieno’s Reaction** |
| --- | --- | --- |
| A | "I did not think I could, so I gave up." | Otieno looks concerned. |
| B | "I copied from others to look smart." | Otieno frowns and shakes his head. |
| C | "I started believing I could — and things changed." | Otieno smiles: "That makes sense!" |
| D | "I just got lucky, it was not me." | Otieno looks doubtful. |

**Feedback**

* A → ❌ "This shows low self-esteem. Giving up prevents growth. Think of a confident response."
* B → ❌ "Copying is dishonest and does not reflect true confidence."
* C → ✅ "Excellent. Believing in yourself shows growth and self-esteem."
* D → ❌ "This is not correct. Self-esteem means taking credit for your effort, not luck."

**📘 Scenario 2: Speaking Up**

**Otieno’s Question:** *"You are more active in class now. What changed?"*

| **Choice** | **Amina’s Response** | **Otieno’s Reaction** |
| --- | --- | --- |
| A | "I decided my voice matters, so I speak." | Otieno nods proudly. |
| B | "I still think my ideas are useless." | Otieno looks sad. |
| C | "I only speak when forced by the teacher." | Otieno shrugs, unimpressed. |
| D | "I told myself I can contribute and I tried." | Otieno smiles warmly. |

**Feedback**

* A → ✅ "Correct. This reflects confidence and belief in self."
* B → ❌ "This shows low self-esteem. Every learner’s ideas matter."
* C → ❌ "Not correct. Waiting until forced does not show confidence."
* D → ✅ "Good choice. Encouraging yourself is a sign of strong self-esteem."

**📘 Scenario 3: Handling Challenges**

**Otieno’s Question:** *"Last week you failed a test but kept going. How did you do that?"*

| **Choice** | **Amina’s Response** | **Otieno’s Reaction** |
| --- | --- | --- |
| A | "I decided to stop trying. It is too hard." | Otieno looks disappointed. |
| B | "I told myself failure is a chance to learn." | Otieno smiles: "That is inspiring." |
| C | "I asked for help and kept practising." | Otieno nods encouragingly. |
| D | "I blamed the teacher for the low marks." | Otieno shakes his head. |

**Feedback**

* A → ❌ "This is not correct. Giving up is not resilience."
* B → ✅ "Excellent. Seeing failure as learning is resilience from self-esteem."
* C → ✅ "Correct. Asking for help and practising shows confidence and growth."
* D → ❌ "Not correct. Blaming others avoids responsibility and lowers self-esteem."

**🔚 Activity Conclusion (Voice-Over)**

"Amina’s story shows how believing in yourself changes behaviour, performance, and relationships. Self-esteem gives you the courage to succeed."

**🌟 Key Takeaways**

* Self-esteem is how you value and perceive yourself.
* High self-esteem supports emotional health, decision-making, and strong relationships.
* Believing in yourself increases motivation, resilience, and achievement.
* Real-life stories such as the beggar with the pencils show that respect and dignity can transform lives.

**📘 Lesson 2: Determine Effects of Unhealthy Self-Esteem in Day-to-Day Social Lives**

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Imagine feeling invisible even when surrounded by people. That is what unhealthy self-esteem can create. In this lesson, you will learn how low self-esteem affects friendships, school life, and inner confidence. You will meet characters whose stories reveal the struggles of not believing in self-worth."

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Identify signs of unhealthy self-esteem.
2. Explain how low self-esteem affects social interactions and mental health.
3. Recognise real-life situations where self-esteem is challenged.
4. Discuss the impact of bullying, isolation, and criticism on self-worth.

**📖 Activity 1: Achieng’s Story – Interactive Comic Strip**

**🎯 Activity Introduction (Voice-Over)**

"Achieng is a bright girl who loves books but feels rejected by classmates. In this activity, you will follow her story and discover how unhealthy self-esteem changes her thoughts and choices. By the end, you will see what difference acceptance and support can make."

**🛠️ Developer Guide Instructions**

* Create a **scrollable comic strip with six illustrated panels**.
* Add **clickable hotspots** for Achieng’s thoughts in each panel.
* After the panels, provide **three multiple-choice reflective questions**.
* Each choice must display **specific correct or incorrect facilitative feedback**.
* Learners should be able to retry after each choice.

**📱 Learner Instructions (On Screen)**

Scroll through the comic panels. Click on each thought bubble to read Achieng’s feelings. At the end, answer the questions about her journey and reflect on what helped her grow.

**💡 Hints (On Screen)**

* "Pay attention to how her inner voice changes across the story."
* "Look closely at what Kevin did differently."
* "Notice the turning point that helped Achieng grow."

**🧱 Activity Content**

| **Panel** | **Scene** | **Achieng’s Thought** |
| --- | --- | --- |
| 1 | Reading alone in class | "They are laughing at me. Maybe I should stop reading." |
| 2 | Classmates laugh | "I do not belong here." |
| 3 | Achieng avoids school | "If I hide, nobody will laugh." |
| 4 | Meets Kevin | "Kevin sees me. Maybe I do matter." |
| 5 | Joins clubs | "I can try. I am not alone." |
| 6 | Speaks at assembly | "My voice matters. My ideas matter." |

**📘 Interactive Questions**

**Question 1: What made the biggest difference in Achieng’s journey?**

| **Choice** | **Response** |
| --- | --- |
| A | She decided to stop reading in class |
| B | Classmates laughed at her |
| C | Kevin supported and encouraged her |
| D | She avoided school for some time |

**Feedback**

* A → ❌ "Not correct. Stopping reading lowered Achieng’s self-esteem."
* B → ❌ "Not correct. The laughter made her feel rejected, it was not what helped her grow."
* C → ✅ "Correct. Kevin’s support and encouragement rebuilt Achieng’s self-esteem."
* D → ❌ "Not correct. Avoiding school was a result of low self-esteem, not what helped her rebuild it."

**Question 2: How did Achieng’s self-talk change?**

| **Choice** | **Response** |
| --- | --- |
| A | From “I do not belong” to “My ideas matter” |
| B | From “I am strong” to “I should hide” |
| C | From “I am confident” to “They are laughing at me” |
| D | From “I will succeed” to “Maybe I should give up” |

**Feedback**

* A → ✅ "Correct. Achieng’s self-talk grew from doubt and rejection to confidence and value."
* B → ❌ "Not correct. Her self-talk did not start with strength and go backwards."
* C → ❌ "Not correct. She did not move from confidence to doubt, she grew in the opposite direction."
* D → ❌ "Not correct. The journey was about moving from giving up to believing in herself."

**Question 3: What lesson can you apply in your own life?**

| **Choice** | **Response** |
| --- | --- |
| A | Support and kindness help build confidence |
| B | Avoiding challenges keeps you safe |
| C | Being laughed at means you should stop trying |
| D | Staying silent makes problems disappear |

**Feedback**

* A → ✅ "Correct. Supporting others and receiving kindness helps build confidence and self-esteem."
* B → ❌ "Not correct. Avoiding challenges does not lead to growth."
* C → ❌ "Not correct. Being laughed at should not stop you from trying."
* D → ❌ "Not correct. Staying silent often makes problems worse, not better."

**🔚 Activity Conclusion (Voice-Over)**

"Achieng’s journey shows that unhealthy self-esteem can silence potential, but support and kindness rebuild confidence. Everyone deserves to feel valued."

**🧩 Activity 2: Signs of Low Self-Esteem – Matching Game**

**🎯 Activity Introduction (Voice-Over)**

"Low self-esteem often hides in everyday behaviour. In this activity, you will match behaviours to the struggles they reveal. Watch carefully, because the signs are sometimes quiet."

**🛠️ Developer Guide Instructions**

* Create a **drag-and-drop matching game**.
* Display **six behaviours** with icons on one side and **six effects** on the other.
* Learners drag each behaviour to its matching effect.
* Provide **specific correct and incorrect facilitative feedbacks** for each match attempt.
* Ensure icons are included for visual clarity.

**📱 Learner Instructions (On Screen)**

Drag each behaviour to the effect it shows.

**💡 Hints (On Screen)**

* "Excessive apologising usually shows fear of making mistakes."
* "Negative self-talk reflects how someone feels about their worth."
* "Avoiding social events often points to loneliness or isolation."

**🧱 Activity Content**

| **Behaviour** | **Effect** | **Icon** |
| --- | --- | --- |
| 🙇 Excessive apologising | Fear of judgement | ⚖️ |
| 🚪 Avoiding social events | Social isolation | 🧍 |
| 👉 Blaming others for mistakes | Lack of accountability | ❌ |
| 💭 Negative self-talk | Low confidence | 🪞 |
| 🤐 Hiding feelings | Emotional suppression | 😶 |
| 😟 Constant worry about appearance | Insecurity | 👤 |

**💬 Feedback for Learners**

**🙇 Excessive apologising → Fear of judgement**

* ✅ "Correct. Excessive apologising shows fear of being judged or rejected."
* ❌ "Not correct. Think carefully. Does saying sorry too much show strength, or fear of how others see you?"

**🚪 Avoiding social events → Social isolation**

* ✅ "Correct. Staying away from social events often leads to isolation and loneliness."
* ❌ "Not correct. Reflect again. What happens when someone avoids being with others regularly?"

**👉 Blaming others for mistakes → Lack of accountability**

* ✅ "Correct. Shifting blame prevents personal growth and shows lack of responsibility."
* ❌ "Not correct. Think again. Does blaming others show confidence, or does it hide responsibility?"

**💭 Negative self-talk → Low confidence**

* ✅ "Correct. Speaking negatively about oneself reveals low confidence and poor self-worth."
* ❌ "Not correct. Consider what constant negative inner talk does to someone’s confidence."

**🤐 Hiding feelings → Emotional suppression**

* ✅ "Correct. Keeping feelings inside is a sign of emotional suppression caused by low self-esteem."
* ❌ "Not correct. Reflect again. What happens when someone avoids expressing their emotions?"

**😟 Constant worry about appearance → Insecurity**

* ✅ "Correct. Worrying about appearance is a sign of insecurity linked to low self-esteem."
* ❌ "Not correct. Does constant worry about looks build security, or reveal a lack of it?"

**🔚 Activity Conclusion (Voice-Over)**

"You have learned to recognise the hidden signs of low self-esteem. Awareness is the first step to helping yourself and others."

**🎮 Activity 3: John’s New School – Simulation Challenge**

**🎯 Activity Introduction (Voice-Over)**

"John has joined a new school. Because of his height and voice, he feels different and isolated. In this activity, you will decide his actions and see how each choice shapes his self-esteem."

**🛠️ Developer Guide Instructions**

* Create a **simulation with branching choices**.
* Provide **three scenarios**, each with **four choices (A, B, C, D)**.
* Each choice should trigger an **animated outcome** and **specific correct or incorrect facilitative feedback**.
* Narration must explain the impact of each choice on John’s self-esteem.

**📱 Learner Instructions (On Screen)**

Read the situation carefully. Choose what John should do. Observe how your choice affects his confidence and friendships.

**💡 Hints (On Screen)**

* "Would hiding from people solve his problem or make it worse?"
* "Could one kind friend make a difference?"
* "What happens when you join groups with shared interests?"

**🧱 Activity Content**

**Scenario 1: First Break Time at the New School**

| **Choice** | **John’s Action** | **Outcome** | **Value Highlighted** |
| --- | --- | --- | --- |
| A | Avoids others and eats alone | John feels more isolated | Avoidance |
| B | Greets a classmate confidently | The classmate responds kindly, John feels noticed | Confidence |
| C | Joins a game without asking | John is rejected and feels embarrassed | Impulsiveness |
| D | Waits quietly hoping to be invited | Nobody approaches, John feels invisible | Passivity |

**Feedback**

* A → ❌ "Not correct. Avoiding others deepens isolation and prevents new friendships."
* B → ✅ "Correct. Greeting a classmate builds confidence and connection."
* C → ❌ "Not correct. Joining without asking can feel forceful and may lead to rejection."
* D → ❌ "Not correct. Waiting passively leaves John feeling ignored."

**Scenario 2: Class Group Work**

| **Choice** | **John’s Action** | **Outcome** | **Value Highlighted** |
| --- | --- | --- | --- |
| A | Refuses to participate | Group struggles without his input, John feels useless | Withdrawal |
| B | Offers to share his ideas | Group listens, John gains confidence | Contribution |
| C | Copies others silently | Work is done but John feels he added nothing | Dependence |
| D | Complains that nobody includes him | Group feels annoyed, tension increases | Blame |

**Feedback**

* A → ❌ "Not correct. Refusing to participate lowers self-esteem and teamwork."
* B → ✅ "Correct. Sharing ideas shows contribution and builds confidence."
* C → ❌ "Not correct. Copying prevents growth and lowers self-worth."
* D → ❌ "Not correct. Complaining without action causes conflict instead of solutions."

**Scenario 3: After-School Clubs**

| **Choice** | **John’s Action** | **Outcome** | **Value Highlighted** |
| --- | --- | --- | --- |
| A | Joins a music club | John meets new friends with shared interests | Belonging |
| B | Avoids all clubs | John misses opportunities to connect | Isolation |
| C | Chooses a club only to impress others | John feels unhappy and unmotivated | Pretence |
| D | Visits different clubs before choosing | John finds the best fit for him | Confidence in Decision-Making |

**Feedback**

* A → ✅ "Correct. Joining a club helps John build belonging and new friendships."
* B → ❌ "Not correct. Avoiding clubs increases loneliness."
* C → ❌ "Not correct. Pretending for approval does not build self-esteem."
* D → ✅ "Correct. Exploring options first shows confidence and wise choices."

**🔚 Activity Conclusion (Voice-Over)**

"John’s story shows that every decision shapes how confident you feel. Support, courage, and belonging are powerful builders of self-esteem."

**🧠 Activity 4: The Self-Esteem Drain – Interactive Flowchart**

**🎯 Activity Introduction (Voice-Over)**

"Low self-esteem does not appear suddenly. It grows when negative experiences build on one another. In this activity, you will trace how bullying, rejection, and criticism drain self-worth."

**🛠️ Developer Guide Instructions**

* Create a **clickable flowchart** with **two main paths**.
* Each stage (node) should be clickable to show its explanation.
* Provide **specific correct and incorrect facilitative feedbacks** for learner tracing.

**📱 Learner Instructions (On Screen)**

Follow the flowchart paths. Click on each stage to reveal how low self-esteem grows step by step.

**💡 Hints (On Screen)**

* "How does bullying cause a learner to skip school?"
* "Why might fear of speaking stop someone from sharing their ideas?"
* "How can shame or rejection grow into isolation?"

**🧱 Activity Content**

**Path A**

* Bullying → Creates feelings of shame
* Shame → Leads to hiding from others
* Isolation → Causes poor academic and social performance

**Path B**

* Rejection → Builds self-doubt
* Self-doubt → Grows into fear of speaking
* Fear of speaking → Leads to missed opportunities

**🔚 Activity Conclusion (Voice-Over)**

"You have seen how harmful experiences build chains of low self-esteem. Breaking the chain requires support, encouragement, and self-belief."

**🌟 Key Takeaways**

* Low self-esteem leads to isolation, fear of judgement, and poor decision-making.
* It can cause anxiety, depression, and poor performance.
* Bullying and rejection often deepen self-doubt.
* Support, kindness, and self-reflection rebuild confidence and self-worth.

**📘 Lesson 3: Assess your Self-Esteem in Social Interactions**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Identify behaviours linked to healthy and unhealthy self-esteem.
2. Assess their own self-esteem through guided self-reflection.
3. Analyse case studies of social interactions.
4. Apply self-assessment tools to understand their social confidence.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"How do you feel when entering a classroom? Some feel confident, some feel nervous, while others feel invisible. In this lesson, you will assess your own self-esteem by observing your interactions with others. Through stories, simulations, and reflection, you will discover your strengths and areas for growth."

**🎮 Activity 1: Juma the President – Case Study Explorer**

**🎯 Activity Introduction (Voice-Over)**

"Juma is the School President who shows strong self-esteem in his leadership. In this activity, you will explore his actions and discover which traits reveal confidence, empathy, and humility."

**🛠️ Developer Guide Instructions**

* Create an interactive case study with Juma’s leadership actions.
* Use hotspot or click-reveal interactions for each action.
* On click, display the related self-esteem trait and explanation.
* Keep design simple and uncluttered, no extra graphics or sounds.

**📱 Learner Instructions (On Screen)**

Click on each of Juma’s actions to reveal the self-esteem trait it demonstrates and read the explanation.

**💡 Hints (On Screen)**

* "Confident people accept feedback without feeling attacked."
* "Assertiveness means speaking up clearly and kindly."

**🧱 Activity Content**

| **Action** | **Self-Esteem Trait** | **Explanation** |
| --- | --- | --- |
| 👂 Listens to learners | Empathy | Listening carefully to learners shows he values their opinions and cares about their needs. |
| ✏️ Accepts correction | Humility and Confidence | Being willing to accept correction shows that he is humble and also confident enough not to feel threatened. |
| 🗣️ Speaks with teachers confidently | Assertiveness | Speaking clearly with teachers shows that he is assertive, respectful, and sure of himself. |

**🔚 Activity Conclusion (Voice-Over)**

"Juma’s example shows that real leadership comes from believing in yourself, respecting others, and staying open to learning."

**🎮 Activity 2: Wafula’s Choice – Role-Play Simulator**

**🎯 Activity Introduction (Voice-Over)**

"Wafula is the School President. In this activity, you will face different situations with him. You will decide how he responds and see how each decision reflects his self-esteem."

**🛠️ Developer Guide Instructions**

* Build a branching simulation with **three scenarios**.
* Each scenario must begin with a short description and a guiding question.
* Present multiple choice responses in table format.
* On selecting a choice, show the outcome and the self-esteem value demonstrated.
* Remove points, scores, and rewards.

**📱 Learner Instructions (On Screen)**

Read each scenario and question carefully. Choose Wafula’s response. Observe the outcome and reflect on the self-esteem value demonstrated.

**💡 Hints (On Screen)**

* "Confidence means saying no respectfully when needed."
* "Healthy self-esteem honours personal values."
* "Assertiveness is expressing yourself clearly and respectfully."
* "Leaders maintain integrity even under pressure."

**🧱 Activity Content**

**Scenario 1: The Party Invitation**

Wafula is invited to a late-night party where alcohol will be present.

**Question:** How should Wafula respond to the invitation?

| **Choice** | **Outcome** | **Value Demonstrated** |
| --- | --- | --- |
| ✅ Say no and explain politely | Wafula keeps his values, friends respect him | Assertiveness |
| ❌ Say yes to fit in | Wafula feels uncomfortable and loses confidence | Fear of rejection |
| ❌ Avoid conversation | Wafula misses a chance to explain himself | Avoidance |
| ✅ Suggest a different positive activity | Wafula shows leadership by offering an alternative | Confidence and Creativity |
| ❌ Get angry and shout | Wafula damages relationships and loses respect | Poor emotional control |

**Scenario 2: Exam Pressure**

During an exam, Wafula’s friend whispers and asks him to share answers.

**Question:** What is the best way for Wafula to respond?

| **Choice** | **Outcome** | **Value Demonstrated** |
| --- | --- | --- |
| ✅ Refuse politely and focus on his work | Wafula protects honesty and sets a good example | Integrity |
| ❌ Share answers to please his friend | Wafula compromises fairness and risks punishment | Dishonesty |
| ✅ Encourage friend to try his best | Wafula supports his friend positively | Empathy and Encouragement |
| ❌ Ignore the friend completely | Wafula avoids trouble but misses a chance to guide | Indifference |

**Scenario 3: Class Presentation**

Wafula is asked to present a class project but feels nervous.

**Question:** How should Wafula handle the class presentation?

| **Choice** | **Outcome** | **Value Demonstrated** |
| --- | --- | --- |
| ✅ Prepare well and present confidently | Wafula shows courage and belief in himself | Confidence |
| ❌ Refuse to present and stay quiet | Wafula loses a chance to build confidence | Fear |
| ✅ Ask a friend to present with him | Wafula manages nervousness while still participating | Teamwork |
| ❌ Make excuses and leave | Wafula avoids responsibility and respect decreases | Avoidance |

**🔚 Activity Conclusion (Voice-Over)**

"Wafula’s story shows that healthy self-esteem is about making honest choices, staying true to values, expressing yourself clearly, and building positive relationships with others."

**📝 Activity 3: Self-Esteem Journal – Digital Diary**

**🎯 Activity Introduction (Voice-Over)**

"Your self-esteem grows when you recognise your strengths and progress. In this activity, you will write in a digital journal to record your thoughts and goals."

**🛠️ Developer Guide Instructions**

* Provide a **fillable journal** with guiding prompts.
* Each entry box should allow learners to type responses.
* Entries should be saved privately for learner reflection only.
* Include a system message if any field is skipped.
* Keep layout simple, clear, and free from extra decoration.

**📱 Learner Instructions (On Screen)**

Write in the journal by completing each sentence prompt. Save your entries for future reflection.

**💡 Hints (On Screen)**

* "Even small achievements count, such as being a good listener."
* "Think about what makes you smile or feel capable."
* "Use real examples from your daily life."

**🧱 Activity Content**

**Journal Prompts (Fillable fields):**

* "Things I like about myself…"
* "I am good at…"
* "I feel confident when…"
* "Actions I will take to improve my self-esteem…"

**💬 General Facilitative Feedback**

* If all fields are completed:  
  *"Well done! You are reflecting clearly on your strengths and areas for growth. Keeping track of these helps you build self-esteem over time."*
* If any field is left blank:  
  *"Take another look. Try to fill in every section, even with a small example. Each response helps you reflect more deeply on your self-esteem."*

**🔚 Activity Conclusion (Voice-Over)**

"This journal is your safe place to record strengths and challenges. It helps you recognise progress and build self-esteem over time."

**🧩 Activity 4: Body Language Decoder – Hotspot Game**

**🎯 Activity Introduction (Voice-Over)**

"Body language often speaks louder than words. In this activity, you will explore characters’ postures and gestures to see what they reveal about self-esteem."

**🛠️ Developer Guide Instructions**

* Display four animated characters.
* Add hotspots on posture, eyes, and hands.
* On click, show the related body language and explanation.
* Keep the activity simple, without scores, rewards, or extra decoration.

**📱 Learner Instructions (On Screen)**

Click on each character’s body language hotspot. Read the explanation of what it reveals about their self-esteem.

**💡 Hints (On Screen)**

* "Does the character look relaxed and open, or closed and nervous?"
* "Eye contact often shows confidence."
* "Gestures such as crossed arms may show discomfort."

**🧱 Activity Content**

| **Character** | **Body Language** | **Explanation** |
| --- | --- | --- |
| 😊 Confident | Eye contact, open arms | This shows comfort, openness, and healthy self-esteem. |
| 😶 Shy | Looking down, arms crossed | This shows self-doubt, discomfort, and lack of confidence. |
| 💪 Assertive | Calm face, hands on hips | This shows confidence balanced with respect. |
| 😬 Nervous | Fidgeting, avoiding gaze | This shows anxiety, fear, and low self-esteem. |

**🔚 Activity Conclusion (Voice-Over)**

"You have decoded how self-esteem shows through body language. By observing others — and yourself — you can strengthen confidence in social interactions."

**🌟 Key Takeaways**

* Healthy self-esteem shows in eye contact, assertiveness, and open body language.
* Low self-esteem may appear as avoidance, apologising too much, or fear of speaking up.
* Self-assessment helps you notice your patterns and guide personal growth.
* Positive affirmations and journaling are practical tools for building awareness and confidence.

**📘 Lesson 4: Desire to Improve Your Self-Esteem for Personal Productivity**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. List strategies for improving self-esteem.
2. Create a personal action plan for growth.
3. Practise positive self-talk and affirmations.
4. Connect self-esteem to personal productivity and success.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Knowledge is powerful, but action brings change. In this lesson, you will explore practical ways to strengthen self-esteem and connect it with personal productivity. By building tools, setting goals, and practising affirmations, you will unlock your potential. Let us take the next step in turning self-belief into success."

**🛠️ Activity 1: Build Your Self-Esteem Toolkit – Drag and Drop**

**🎯 Activity Introduction (Voice-Over)**

"Just as builders need the right tools, so do we when growing self-esteem. In this activity, you will collect strategies that strengthen confidence and resilience. By the end, you will have your own toolkit for daily growth."

**🛠️ Developer Guide Instructions**

* Display an **empty digital toolbox**.
* Provide draggable **strategy cards**.
* When a card is dragged into the toolbox, it expands to show its explanation.
* Keep the layout simple, without scores, rewards, or extra decoration.

**📱 Learner Instructions (On Screen)**

Drag each strategy card into your toolkit. Click on the card to read the explanation and see how it can be applied in daily life.

**💡 Hints (On Screen)**

* "Think of what helps you feel capable, supported, or motivated."
* "Choose strategies you can practise daily."
* "Remember that mistakes and challenges can be used as growth opportunities."

**🧱 Activity Content**

| **Strategy** | **Explanation** |
| --- | --- |
| 🗣️ Positive self-talk | Replacing negative inner words with encouraging ones strengthens confidence and resilience. |
| 🎯 Set realistic goals | Breaking goals into small steps builds progress and boosts self-esteem. |
| 🤝 Seek support | Friends, teachers, or family members can offer encouragement and guidance. |
| 🙏 Be grateful | Practising gratitude shifts focus to strengths and positive experiences. |
| ✔️ Accept mistakes | Recognising that errors are lessons, not failures, encourages growth. |
| 💪 Challenge yourself | Stepping outside comfort zones helps you grow stronger and more confident. |

**🔚 Activity Conclusion (Voice-Over)**

"You have assembled a set of tools that will guide you in building stronger self-esteem. Use them regularly, and they will support your growth and productivity."

**💬 Activity 2: Affirmation Generator – Digital Creator**

**🎯 Activity Introduction (Voice-Over)**

"Words create powerful thoughts. In this activity, you will design positive affirmations that build self-esteem. By repeating them, you can rewire negative thinking into self-belief."

**🛠️ Developer Guide Instructions**

* Create a **fill-in-the-blank creator**: *"I am \_\_\_\_\_\_ because I \_\_\_\_\_\_."*
* Provide **three text boxes** for learners to write affirmations.
* Allow learners to **save and print** their entries privately.
* If a learner leaves any field empty, display a facilitative feedback message.

**📱 Learner Instructions (On Screen)**

Write three affirmations about yourself in the spaces provided. Save them for daily use and repeat them aloud often.

**💡 Hints (On Screen)**

* "Start with ‘I am…’ followed by a positive quality."
* "Link it to something you do or believe in."
* "Think of strengths, abilities, or values that matter to you."

**🧱 Activity Content**

**Examples for learners:**

* "I am capable because I keep trying."
* "I am strong because I learn from challenges."
* "I am valuable because I respect myself and others."

**💬 Facilitative Feedback for Learners**

* If all fields are completed:  
  *"Great work! Your affirmations are clear and empowering. Keep repeating them daily to strengthen your self-belief."*
* If any field is incomplete (no text entered):  
  *"Take another look. Try to complete each box with even a short sentence. Every affirmation you write is a step towards stronger self-esteem."*

**🔚 Activity Conclusion (Voice-Over)**

"You now have affirmations that will shape your thoughts with confidence. Speak them often until they become your truth."

**🎯 Activity 3: John’s Action Plan – Sequencing Task**

**🎯 Activity Introduction (Voice-Over)**

"A plan makes growth possible. In this activity, you will put John’s self-esteem steps in order and see how action creates progress."

**🛠️ Developer Guide Instructions**

* Display the steps of John’s plan in scrambled order.
* Learners drag and arrange the steps to create the correct sequence.
* Show **general facilitative feedback** after the learner has sequenced all the steps.

**📱 Learner Instructions (On Screen)**

Arrange John’s steps into the correct sequence to create a strong action plan.

**💡 Hints (On Screen)**

* "Think about what comes first: belief, goals, actions, or seeking help."
* "A plan begins with mindset and grows into action."

**🧱 Activity Content**

**Correct Order:**

1. Believe in myself
2. Value myself
3. Set goals
4. Seek help when needed

**💬 General Facilitative Feedback**

* If the sequence is correct:  
  *"Well done! You placed the steps in the right order. Building self-esteem begins with belief, then valuing yourself, before setting goals and seeking help."*
* If the sequence is incorrect:  
  *"Take another look. Think carefully: Can you set goals or ask for help before first believing and valuing yourself? Try arranging the steps again."*

**🔚 Activity Conclusion (Voice-Over)**

"You have seen how belief, value, goals, and support work together. A clear plan turns desire into real growth."

**🧠 Activity 4: Positive vs Negative Thoughts – Swap Game**

**🎯 Activity Introduction (Voice-Over)**

"Negative thoughts weaken self-esteem. In this activity, you will replace them with positive alternatives that build confidence."

**🛠️ Developer Guide Instructions**

* Display two columns: **Negative Thoughts** and **Positive Thoughts**.
* Learners drag the correct positive replacement onto each negative thought.
* Provide specific facilitative feedback for both correct and incorrect attempts.
* Keep the activity free from scores, points, rewards, or extra decoration.

**📱 Learner Instructions (On Screen)**

Drag each negative thought into the bin and replace it with the correct positive thought from the list.

**💡 Hints (On Screen)**

* "Turn ‘I cannot’ into ‘I am learning’."
* "Think of what you would say to encourage a friend."
* "A positive thought should sound hopeful and forward-looking."

**🧱 Activity Content**

| **Negative Thought** | **Positive Replacement** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| "I am not good at this." | "I am learning and improving." | Correct. Recognising learning shows growth and builds self-esteem. | Incorrect. Saying you are not good does not allow room for improvement. Try again. |
| "I always fail." | "I can try again until I succeed." | Correct. Trying again shows perseverance and builds confidence. | Incorrect. Thinking that you always fail removes hope. Think of a positive way to continue. |
| "Nobody likes me." | "I am valuable and worthy of friendship." | Correct. Valuing yourself opens the way to positive relationships. | Incorrect. Believing nobody likes you reduces your worth. Replace it with a thought that affirms your value. |
| "I cannot speak in public." | "I can practise and become confident." | Correct. Practising builds skill and confidence over time. | Incorrect. Saying you cannot only limits you. Think of practice as the way to confidence. |

**🔚 Activity Conclusion (Voice-Over)**

"You have learned to change negative self-talk into affirmations of growth. Keep practising until positive thinking becomes natural."

**🌟 Key Takeaways**

* Self-esteem improves through positive self-talk, realistic goals, and self-care.
* Affirmations reshape negative thoughts into confidence.
* Seeking support shows strength, not weakness.
* High self-esteem boosts productivity, motivation, and happiness.

**Strand: 2.0 Community Service Learning**

**Sub-Strand 2.1: Community Service Learning Project**

**📘 Lesson 1: Identify a Problem or Gap in the Community**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Define a community problem and a community gap with real-life examples.
2. Use observation, interviews, and surveys to identify community challenges.
3. Distinguish between minor issues and urgent, solvable problems.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Every community has strengths, but also challenges that hold people back. In this lesson, you will learn how to identify real problems and gaps around you. By observing carefully, asking questions, and listening to people, you will become a community problem-solver. This is the first step in making meaningful change."

**🔍 Activity 1: Community Detective – Hotspot Explorer**

**🎯 Activity Introduction (Voice-Over)**

"In this activity, you will step into a virtual village to spot community problems. Click on different areas to reveal the challenges people face and think about who is affected. By the end, you will see how observation can uncover hidden needs."

**🛠️ Developer Guide Instructions**

* Create a panoramic village scene with at least five clickable hotspots.
* Each hotspot reveals a short animation, voice narration, and a thought bubble of the person affected.

**📱 Learner Instructions (On Screen)**

Click on the hotspots in the village. Identify the problem, describe its effects, and suggest who is most affected.

**💡 Hints (On Screen)**

* "Look closely: is the land dry? Are children working instead of studying?"
* "Think about what happens if this problem continues for a year."

**🧱 Activity Content**

| **Hotspot** | **Problem** | **Effect** | **Who is affected** |
| --- | --- | --- | --- |
| 🌵 Dry riverbed | Drought | No water for farming or drinking | Farmers and children |
| 🦶 Barefoot child | Lack of shoes | Risk of jiggers and infections | Poor families |
| 🗑️ Garbage pile | Poor waste management | Spread of diseases | Entire community |
| 💧 Child carrying water | School dropout | Lost education and future opportunities | Young girls |
| 🚶 Woman at distant borehole | Water scarcity | Long walks, lost study time | Women and girls |

**💬 Feedback for Learners**

* ✅ "Correct! You identified real issues that harm health, education, or daily life."
* ❌ "Not correct. Look again: is the child on the way to school or working? What does that suggest?"

**🔚 Activity Conclusion (Voice-Over)**

"You have acted as a community detective, uncovering urgent problems. Each issue you found is an opportunity for positive action."

**🧩 Activity 2: Problem or Not? – Interactive Quiz**

**🎯 Activity Introduction (Voice-Over)**

"Not everything you see in a community is a problem. In this activity, you will decide which situations require action and which are part of normal daily life."

**🛠️ Developer Guide Instructions**

* Present six illustrated scenarios.
* Learners click either **Problem** or **Not a Problem**.
* Use before-and-after sliders where relevant (for example, clean versus polluted river).
* Provide specific facilitative feedback for each learner choice.
* Avoid points, scores, or rewards.

**📱 Learner Instructions (On Screen)**

Read or listen to each scenario carefully. Choose whether it is a **Problem** or **Not a Problem**.

**💡 Hints (On Screen)**

* "Ask: Does this harm people’s health, safety, or education?"
* "Is something important missing that should be there?"
* "Some situations are ordinary daily activities, not problems."

**🧱 Activity Content**

| **Scenario** | **Correct Answer** | **Explanation** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- | --- |
| Student walking to school | Not a Problem | This is a normal daily routine that supports education. | Correct. Walking to school is a healthy daily activity. | Incorrect. Walking to school is not harmful; it supports learning. |
| Flooded road blocking access | Problem | Flooding prevents movement and creates safety risks. | Correct. A blocked road is a real community challenge that requires attention. | Incorrect. A flooded road is dangerous and limits access; it is a real problem. |
| Child selling fruit instead of being in class | Problem | This denies the child the right to education. | Correct. A child missing school for work is a serious issue that harms education. | Incorrect. A child selling fruit is not a normal activity; it denies education. |
| Family eating together | Not a Problem | Eating together is a healthy and positive social activity. | Correct. Sharing meals strengthens family bonds and is not a problem. | Incorrect. Eating together is healthy and supports relationships, not a problem. |
| Polluted river | Problem | Pollution harms health, environment, and community safety. | Correct. A polluted river is a danger to people and the environment. | Incorrect. Pollution is never normal; it damages health and nature. |
| Broken classroom chair | Problem | Missing or broken resources interfere with learning. | Correct. A broken chair is a real gap in resources that affects education. | Incorrect. A broken chair reduces learning quality and needs fixing. |

**🔚 Activity Conclusion (Voice-Over)**

"You have learned to tell the difference between normal situations and real problems. This skill helps communities focus on urgent challenges."

**✏️ Activity 3: Community Problem Crossword – Vocabulary Challenge**

**🎯 Activity Introduction (Voice-Over)**

"Let us test your memory! In this crossword puzzle, you will use the clues to find key words about community problems and gaps. Solving it will help you remember important terms for real-life application."

**🛠️ Developer Guide Instructions**

* Create an interactive crossword grid.
* Display Across and Down clues on screen.
* Learners type words directly into the grid squares.
* Show general correct or incorrect facilitative feedback once the crossword is attempted.

**📱 Learner Instructions (On Screen)**

Read each clue carefully. Type the correct word into the crossword grid.

**💡 Hints (On Screen)**

* "Think about the problems you saw in the hotspot activity."
* "Is the word a problem, a gap, or a solution?"
* "Some answers are short, others are longer community terms."

**🧱 Activity Content**

**Clues**

**Across**

1. Spread of insects in the feet that cause pain and swelling.
2. A missing service, like water or education.
3. Waste left in the streets, not collected.
4. Lack of rain that affects farming and drinking water.

**Down**

1. Leaving school before finishing.
2. Not enough safe water for daily use.
3. Talking to people to find their views.
4. A group meeting where people discuss community issues.

**Correct Answers**

* Across: 1. Jiggers, 3. Gap, 5. Garbage, 7. Drought
* Down: 1. Dropout, 2. Scarcity, 4. Survey, 6. Baraza

**💬 General Facilitative Feedback for Learners**

* If crossword is correct:  
  *"Well done! You matched the clues with the correct terms. These words will help you describe community problems and gaps clearly."*
* If crossword is incorrect:  
  *"Not quite. Look again at the clues and think of the key words we use when talking about community problems. Try filling in the puzzle again."*

**🔚 Activity Conclusion (Voice-Over)**

"You have solved the crossword, showing you remember key vocabulary about problems and gaps. These words will help you describe real community challenges clearly."

**🌟 Key Takeaways**

* A **problem** is an issue that negatively affects people’s lives (e.g., drought, hunger, jigger infestation).
* A **gap** is something missing, such as clean water, education, or waste management.
* Problems can be identified through observation, interviews, surveys, and meetings.
* Choosing the right problem is the first step towards meaningful change.

**📘 Lesson 2: Design Solution(s) to the Identified Problem**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Brainstorm realistic solutions to a community problem.
2. Research and select effective strategies used elsewhere.
3. Match solutions to available resources and skills.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"You have already identified the problems in your community. The next step is to design solutions that make a real difference. In this lesson, you will brainstorm creative ideas, research proven strategies, and plan actions that your class can take. Together, we will turn challenges into opportunities for lasting change."

**💡 Activity 1: Solution Brainstorm – Drag and Drop Challenge**

**🎯 Activity Introduction (Voice-Over)**

"Every solution begins with an idea. In this activity, you will drag possible solutions into the correct problem area. By the end, you will see how different ideas match different community challenges."

**🛠️ Developer Guide Instructions**

* Display four problem areas as **digital containers** (🌵 Drought, 🦟 Jiggers, 📉 School dropout, 🚬 Substance abuse).
* Provide draggable **solution cards**.
* Learners drag each card to the correct problem container.
* Show **specific facilitative feedback** after each placement.
* Do not use scores, badges, or rewards.

**📱 Learner Instructions (On Screen)**

Drag each solution card into the problem box that it best addresses. After placing each card, read the feedback to understand why it is correct or incorrect.

**💡 Hints (On Screen)**

* "Look at the problem carefully and think about the need it creates."
* "A solution for health may not be the same as one for education."
* "One problem may have more than one correct solution."

**🧱 Activity Content**

| **Problem** | **Solution Card** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| 🌵 Drought | Plant trees | Correct. Planting trees helps restore water cycles and prevent soil erosion. | Not correct. Planting trees does not solve jiggers or dropout. Place it under drought. |
| 🌵 Drought | Harvest rainwater | Correct. Collecting rainwater provides safe storage for use during dry periods. | Not correct. Harvesting rainwater is not a response to substance abuse. Match it to drought. |
| 🌵 Drought | Teach water conservation | Correct. Teaching conservation helps communities reduce waste and adapt to drought. | Not correct. Water conservation does not solve dropout. Place it under drought. |
| 🦟 Jiggers | Collect shoes | Correct. Wearing shoes protects feet from jigger infestation. | Not correct. Shoes are not a solution for drought or substance abuse. Place it under jiggers. |
| 🦟 Jiggers | Sensitise on hygiene | Correct. Hygiene awareness prevents re-infestation and improves health. | Not correct. Hygiene education is not a solution for dropout. Place it under jiggers. |
| 🦟 Jiggers | Clean village homes | Correct. Cleaning reduces breeding grounds for jiggers. | Not correct. Cleaning homes does not reduce substance abuse. Place it under jiggers. |
| 📉 School dropout | Provide school materials | Correct. Learning materials encourage children to remain in school. | Not correct. School materials do not address drought or jiggers. Place it under dropout. |
| 📉 School dropout | Start peer mentoring clubs | Correct. Peer mentoring builds encouragement and reduces dropout. | Not correct. Peer clubs are not linked to drought or jiggers. Place it under dropout. |
| 📉 School dropout | Community awareness | Correct. Sensitising parents and leaders supports education. | Not correct. Awareness in this context is not about substance abuse. Place it under dropout. |
| 🚬 Substance abuse | Run awareness campaigns | Correct. Campaigns educate on risks and prevention of drug abuse. | Not correct. Awareness campaigns on drugs are not solutions for drought. Place it under substance abuse. |
| 🚬 Substance abuse | Peer counselling | Correct. Peer counselling helps learners avoid or recover from substance abuse. | Not correct. Counselling is not a solution for jiggers or drought. Place it under substance abuse. |
| 🚬 Substance abuse | Organise youth sports | Correct. Sports provide positive alternatives to drug use and promote teamwork. | Not correct. Sports do not solve drought or dropout. Place it under substance abuse. |

**🔚 Activity Conclusion (Voice-Over)**

"You have explored how different solutions connect to real community problems. By matching them correctly, you have learned that effective action comes from choosing solutions that meet the real needs of the situation."

**🛠️ Activity 2: Build Your Solution Plan – Interactive Form**

**🎯 Activity Introduction (Voice-Over)**

"Every successful project begins with a plan. In this activity, you will design a detailed solution plan with steps, resources, and team roles."

**🛠️ Developer Guide Instructions**

* Provide a structured **interactive form** with fields for:
  + Problem
  + Solution
  + Steps to take
  + Materials needed
  + Team roles
* Present multiple **sample scenarios** for learners to practise.
* Give **specific facilitative feedback** for both correct and incorrect answers.
* Do not use scores, points, or rewards.

**📱 Learner Instructions (On Screen)**

Choose one of the scenarios provided. Complete all sections of the form. Read the feedback carefully to refine your plan and make it realistic.

**💡 Hints (On Screen)**

* "Think of what comes first, second, and third in your plan."
* "Be realistic with the materials needed and the roles assigned."
* "Each step should move you closer to solving the problem."

**🧱 Activity Content**

**Scenario 1: Jiggers affecting children**

| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| Solution | Shoe donation campaign | Correct. Donating shoes directly prevents jigger infestation. | Not correct. The chosen solution does not directly reduce or prevent jigger attacks. |
| Steps | Collect shoes → Wash and disinfect → Distribute in schools | Correct. These steps are realistic and practical. | Not correct. The steps are unclear or incomplete for carrying out the campaign effectively. |
| Materials | Shoes, buckets, cleaning soap, posters | Correct. These materials support the solution fully. | Not correct. The listed materials are insufficient to support the campaign. |
| Team roles | Collection team, Cleaning team, Distribution team | Correct. Roles are divided clearly to ensure efficiency. | Not correct. The roles are not divided well enough to carry out the campaign effectively. |

**Scenario 2: School dropout in the community**

| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| Solution | Peer mentoring and provision of school supplies | Correct. Mentoring and resources encourage children to remain in school. | Not correct. The solution does not directly encourage learners to stay in school. |
| Steps | Identify vulnerable learners → Collect supplies → Pair mentors → Monitor progress | Correct. The steps are structured and measurable. | Not correct. The steps are not complete or realistic for solving dropout. |
| Materials | Books, pens, uniforms, notebooks | Correct. These materials reduce barriers to school attendance. | Not correct. The chosen materials are not directly useful in preventing dropout. |
| Team roles | Mentor group, Supply collection group, Parent engagement team | Correct. Roles match the problem and solution. | Not correct. The roles are not balanced and would not support all parts of the plan. |

**Scenario 3: Drought affecting local farms**

| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| Solution | Rainwater harvesting project | Correct. Harvesting rainwater ensures water availability during drought. | Not correct. The solution does not provide a reliable way of addressing water shortage. |
| Steps | Identify collection points → Install gutters → Set up tanks → Train families | Correct. These steps ensure effective water collection and use. | Not correct. The steps are incomplete or do not show how water will be collected and used. |
| Materials | Water tanks, gutters, pipes, training leaflets | Correct. These materials are directly linked to the solution. | Not correct. The listed materials are missing important items for rainwater harvesting. |
| Team roles | Installation team, Training team, Maintenance team | Correct. Clear division of tasks ensures sustainability. | Not correct. The roles are not distributed well enough to maintain the project. |

**Scenario 4: Substance abuse among youth**

| **Field** | **Example Choice** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| Solution | Awareness campaign and youth sports clubs | Correct. Awareness and activities give young people positive alternatives. | Not correct. The solution does not provide clear awareness or alternatives for youth. |
| Steps | Create awareness posters → Hold community meetings → Organise weekly football matches | Correct. The plan combines education and activity effectively. | Not correct. The steps do not create enough engagement or ongoing activity. |
| Materials | Posters, footballs, sports kits, meeting space | Correct. These resources support both campaigns and sports. | Not correct. The materials listed are not suitable for this solution. |
| Team roles | Campaign team, Sports organisers, Peer counsellors | Correct. Multiple roles strengthen both prevention and support. | Not correct. The roles do not cover all the needs of the solution plan. |

**🔚 Activity Conclusion (Voice-Over)**

"You have created a detailed plan that turns your idea into a roadmap for real change. A strong plan is the key to success."

**🌟 Key Takeaways**

* Solutions must be realistic, achievable, and community-focused.
* Examples: 🌳 Planting trees (drought), 👟 Shoe donations (jiggers), 📢 Awareness campaigns (substance abuse).
* Research helps us learn from communities that solved similar problems.
* A good solution uses teamwork, available resources, and community support.

**📘 Lesson 3: Plan to Implement the Solution to the Identified Problem**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. List the steps needed to implement a solution.
2. Assign roles and responsibilities to team members.
3. Identify resources and permissions required.
4. Create a timeline for the project.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"You already have a strong solution. Now it is time to make it real through careful planning. In this lesson, you will create a step-by-step action plan with roles, resources, and a clear timeline. With a structured plan, your project will run smoothly and make a meaningful difference."

**🗓️ Activity 1: Action Plan Builder – Drag and Drop Timeline**

**🎯 Activity Introduction (Voice-Over)**

"A successful project follows a clear timeline. In this activity, you will drag tasks to the correct dates on a calendar and create your project roadmap. By the end, you will have an organised plan that shows what needs to be done and when."

**🛠️ Developer Guide Instructions**

* Provide a drag-and-drop **calendar for March–April 2025**.
* Tasks: Seek permission, Collect materials, Sensitise community, Plant trees, Report progress.
* Learners must arrange the tasks in the correct order on the timeline.
* Provide **specific correct and incorrect facilitative feedbacks** for each placement.
* Incorrect feedback should explain why the chosen **position on the timeline** is not suitable.
* Do not include scores, points, or badges.

**📱 Learner Instructions (On Screen)**

Drag each task card into the correct position on the calendar to build a logical project timeline.

**💡 Hints (On Screen)**

* "Think about what must be completed before the next step can happen."
* "Activities like community sensitisation only work when materials and permission are in place."
* "A report always comes last in the sequence."

**🧱 Activity Content**

| **Task** | **Correct Position** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| 📝 Seek permission | First | Correct. Permission is the starting point for any project. | Not correct. This position is too late in the timeline. Permission must be obtained before all other steps. |
| 📦 Collect materials | After permission | Correct. Resources can only be gathered once permission is granted. | Not correct. This position does not work because collecting materials must follow permission, not precede it. |
| 📢 Sensitise community | After materials are ready | Correct. Sensitisation comes once the project is prepared with resources. | Not correct. This position is unsuitable because the community should only be sensitised after materials are secured. |
| 🌳 Plant trees | After sensitisation | Correct. Planting comes after the community understands and supports the project. | Not correct. This position is incorrect because planting trees requires prior sensitisation of the community. |
| 📊 Report progress | Final stage | Correct. Reporting happens after all project activities are completed. | Not correct. This position is too early in the plan. Reports must be written only after the project is finished. |

**🔚 Activity Conclusion (Voice-Over)**

"You have successfully built a clear project roadmap. Now, everyone knows exactly what to do and when it should be done."

**🤝 Activity 2: Permission Quest – Decision Simulator**

**🎯 Activity Introduction (Voice-Over)**

"Before any action begins, you must seek permission. In this activity, you will visit important leaders and ask for approval using respectful and clear language."

**🛠️ Developer Guide Instructions**

* Create a branching **decision simulator** with three visits:
  + Head Teacher
  + Chief
  + NEMA Officer
* Each visit begins with a short scenario and a **guiding question**.
* Provide two dialogue options per scenario: one clear and respectful, one vague or unsuitable.
* Show **specific correct and incorrect facilitative feedback** after each choice.
* Avoid points, rewards, or badges.

**📱 Learner Instructions (On Screen)**

Read the scenario carefully. Answer the guiding question by selecting the most respectful and clear request to seek permission.

**💡 Hints (On Screen)**

* "Always greet respectfully before making your request."
* "Be specific about what you want permission for."
* "Clear communication builds trust and support."

**🧱 Activity Content**

**Visit 1: Head Teacher**

**Scenario:** You are preparing a tree planting project in your school compound. Before you begin, you must ask the Head Teacher for approval.  
**Question:** How should you speak to the Head Teacher to request permission?

| **Dialogue Option** | **Correctness** | **Feedback** |
| --- | --- | --- |
| "We want to plant trees to fight drought. May we have your permission?" | ✅ Correct | Correct. You explained the purpose clearly and respectfully, which builds trust. |
| "We want to do something. Can you help us?" | ❌ Incorrect | Not correct. This request is vague and does not explain what action you are seeking approval for. |

**Visit 2: Chief**

**Scenario:** You want to organise a community clean-up exercise in the village. The Chief must give approval before mobilising residents.  
**Question:** How should you request permission from the Chief?

| **Dialogue Option** | **Correctness** | **Feedback** |
| --- | --- | --- |
| "Good morning Chief. We would like your permission to mobilise the community for a clean-up exercise." | ✅ Correct | Correct. You greeted respectfully and stated your request clearly. |
| "Chief, we need help with something. Can you give us approval?" | ❌ Incorrect | Not correct. The request is not specific enough for the Chief to understand what you want to do. |

**Visit 3: NEMA Officer**

**Scenario:** You want to carry out a tree planting exercise in the community to support environmental conservation. Before starting, you must seek permission from the NEMA Officer.  
**Question:** What is the best way to request permission from the NEMA Officer?

| **Dialogue Option** | **Correctness** | **Feedback** |
| --- | --- | --- |
| "We request permission to carry out a tree planting exercise as part of environmental conservation." | ✅ Correct | Correct. You linked the request to environmental conservation and showed respect. |
| "We are planning an event. Please approve us." | ❌ Incorrect | Not correct. The request does not explain the type of event or its purpose, so it is unclear. |

**🔚 Activity Conclusion (Voice-Over)**

"You have learned that respect and clarity open doors. Permission is the foundation of successful project work."

**👥 Activity 3: Role Assigner – Team Builder**

**🎯 Activity Introduction (Voice-Over)**

"A strong project needs a strong team. In this activity, you will assign roles based on different strengths and skills. By the end, you will have a balanced team ready to work together."

**🛠️ Developer Guide Instructions**

* Display roles as **icons with short descriptions**:
  + 👩‍💼 Project Leader – Coordinates tasks
  + 📦 Resource Manager – Tracks and manages materials
  + 🎤 Public Speaker – Handles community sensitisation
  + 📝 Journalist – Documents and reports progress
  + 🎨 Artist – Designs posters and awareness materials
* Display **five team members** with different strengths.
* Learners drag and drop each role to the most suitable team member.
* Show **specific correct and incorrect facilitative feedback** for each assignment.
* Avoid points, scores, and badges.

**📱 Learner Instructions (On Screen)**

Read the strengths of each team member carefully. Drag and drop the role that best matches their strength and interest.

**💡 Hints (On Screen)**

* "Who is good at speaking to groups?"
* "Who enjoys drawing or designing?"
* "Who is confident in leading others?"
* "Who works well with numbers and details?"

**🧱 Activity Content**

**Team Members and Role Matching**

| **Team Member Strength** | **Correct Role** | **Correct Feedback** | **Incorrect Feedback** |
| --- | --- | --- | --- |
| Organised and confident | 👩‍💼 Project Leader | Correct. Being organised and confident makes a good coordinator. | Not correct. This position needs leadership skills. Reassign this team member to a leadership role. |
| Careful and reliable | 📦 Resource Manager | Correct. Reliability is important for tracking and managing resources. | Not correct. This position is unsuitable here because resource management requires careful attention to detail. |
| Outgoing and persuasive | 🎤 Public Speaker | Correct. Persuasiveness and confidence are perfect for public speaking. | Not correct. This placement is not right because community sensitisation requires someone outgoing and persuasive. |
| Good at writing and observation | 📝 Journalist | Correct. Writing and observation skills fit documentation and reporting. | Not correct. This position does not work because documentation requires strong writing and observation. |
| Creative and skilled in design | 🎨 Artist | Correct. Creativity and design skills are ideal for posters and awareness materials. | Not correct. This position is not right because artistic design requires creativity and drawing skills. |

**🔚 Activity Conclusion (Voice-Over)**

"You have built a balanced team where everyone has a role. Teamwork ensures no task is left undone."

🧩 **Activity 4: Timeline Creator – Sequencing Task**

🎯 **Activity Introduction (Voice-Over)**  
"A successful project follows clear steps. In this activity, you will put the tasks of your project in the correct order from start to finish."

🛠️ **Developer Guide Instructions**  
• Display tasks as draggable boxes.  
• Learners arrange them into the correct sequence.

📱 **Learner Instructions (On Screen)**  
Drag the tasks into the correct order. Number them from first to last.

💡 **Hints (On Screen)**  
• "What must be done before sensitisation?"  
• "Does reporting come before or after tree planting?"

🧱 **Activity Content**  
**Correct Order:**

1. Seek permission
2. Collect materials
3. Sensitise the community
4. Plant trees
5. Report results

**General Feedback after Arranging All Steps**  
• ✅ "Well done. By following the correct sequence, your project flows smoothly from preparation to reporting."  
• ❌ "Review the order carefully. Some steps are out of place. Remember that preparation comes before action, and action comes before reporting."

🔚 **Activity Conclusion (Voice-Over)**  
"You have sequenced the tasks into a complete project timeline. Your plan is now ready for action."

**🌟 Key Takeaways**

* A good plan includes steps, roles, resources, and time.
* Always seek permission from school and community leaders.
* Assign roles based on skills and interests.
* A timeline keeps everyone on track.

**📘 Lesson 4: Implement Plan for Solving the Identified Problem**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Demonstrate teamwork and leadership during project execution.
2. Apply problem-solving skills when unexpected challenges arise.
3. Use improvised tools and resources effectively when supplies are missing.
4. Document progress and personal experiences during implementation.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"The planning is complete, and now it is time to act. In this lesson, you will learn how to work together as a team, face real challenges, and improvise when tools are missing. You will also practise documenting your progress so that your learning continues beyond the project. Every action you take brings your community closer to change."

🛠️ **Activity 1: Project Day Simulator – Role-Play Challenge**

🎯 **Activity Introduction (Voice-Over)**  
"It is the big project day, and you are the team leader. In this activity, you will face challenges such as missing tools, poor weather, or shy participants. Your choices will decide whether the project succeeds or struggles."

🛠️ **Developer Guide Instructions**  
• Create a branching role-play simulation based on a tree-planting project.  
• Animated challenges: missing shovels, unexpected rain, shy learners.  
• Provide two choices for each challenge.  
• Show specific facilitative feedback for both correct and incorrect options.

📱 **Learner Instructions (On Screen)**  
Lead your team through the project day. For each challenge, choose the response that will keep the project on track.

💡 **Hints (On Screen)**  
• "Can you use available natural tools if shovels are missing?"  
• "What will keep the event moving forward despite bad weather?"  
• "How can you support a shy team member so they feel included?"

🧱 **Activity Content with Feedback**

| **🌍 Challenge** | **🔄 Choices** | **💬 Feedback** |
| --- | --- | --- |
| **Tools missing** | 1. Wait for delivery ❌  2. Use hands and sticks ✅ | ✅ Correct: "Using hands and sticks shows resourcefulness and ensures planting continues without delay."  ❌ Incorrect: "Waiting wastes valuable time. Think about how to use what is already available." |
| **Rain begins** | 1. Cancel event ❌  2. Continue with raincoats and umbrellas ✅ | ✅ Correct: "Continuing with raincoats and umbrellas shows adaptability and keeps the project moving."  ❌ Incorrect: "Cancelling stops the project completely. Think about safe ways to keep working even when it rains." |
| **Shy speaker** | 1. Let them sit out ❌  2. Read from a script with a partner ✅ | ✅ Correct: "Allowing the shy member to read with a partner builds confidence and encourages teamwork."  ❌ Incorrect: "Leaving them out reduces participation. Think about ways to include everyone at their comfort level." |

🔚 **Activity Conclusion (Voice-Over)**  
"You successfully guided your team through the challenges. Remember: every obstacle is an opportunity to grow stronger and more resilient."

🔧 **Activity 2: Tool Fixer – Virtual Experiment**

🎯 **Activity Introduction (Voice-Over)**  
"Sometimes, you do not have all the tools you need. In this activity, you will explore how to improvise and use everyday items as tools for project work."

🛠️ **Developer Guide Instructions**  
• Provide a virtual toolbox with tasks and improvised materials.  
• Items: Plastic bottles, Old sacks, Stones, Flashcards, Sticks.  
• Learners drag improvised items to match the task.  
• Each choice should trigger specific facilitative feedback.

📱 **Learner Instructions (On Screen)**  
Drag the improvised tool to the task it can support.

💡 **Hints (On Screen)**  
• "Can a plastic bottle with holes be used like a sprinkler?"  
• "Can an old sack carry seedlings?"  
• "Can stones help you mark where to plant?"  
• "What can you use to share messages with the community?"

🧱 **Activity Content with Feedback**

| **🌍 Task** | **🧰 Improvised Tool Options** | **💬 Feedback** |
| --- | --- | --- |
| **Water seedlings** | Plastic bottle with holes ✅  Old sack ❌  Stones ❌ | ✅ Correct: "Well done! A plastic bottle with holes works as a simple sprinkler for watering seedlings."  ❌ Incorrect: "Not correct. An old sack or stone cannot water seedlings. Think about what allows water to flow." |
| **Carry seedlings** | Old sack ✅  Plastic bottle ❌  Flashcards ❌ | ✅ Correct: "Correct! An old sack is strong enough to carry seedlings safely."  ❌ Incorrect: "Not correct. A bottle or flashcard cannot carry seedlings. Consider something that can hold many items." |
| **Mark planting spots** | Stones ✅  Sticks ✅  Flashcards ❌ | ✅ Correct: "Yes! Stones or sticks can be placed on the ground to mark planting spots clearly."  ❌ Incorrect: "Not correct. Flashcards are not suitable for marking soil. Think about natural items you can leave on the ground." |
| **Sensitise community** | Flashcards ✅  Stones ❌  Old sack ❌ | ✅ Correct: "Correct! Handmade flashcards can communicate messages effectively to the community."  ❌ Incorrect: "Not correct. A stone or sack cannot be used for teaching. Think about items that show information visually." |

🔚 **Activity Conclusion (Voice-Over)**  
"You have learned how to adapt when resources are missing. Improvisation is an essential skill in community service."

🤝 **Activity 3: Team Challenge – Decision-Maker Game**

🎯 **Activity Introduction (Voice-Over)**  
"Teamwork can be tested by disagreements or absences. In this activity, you will choose how to respond to team challenges and keep the group strong."

🛠️ **Developer Guide Instructions**  
• Present five scenarios with conflict or difficulty.  
• Scenarios: refusal to dig, leadership argument, absent member, unequal sharing of materials, member dominating discussion.  
• Provide two response choices for each scenario.  
• Learners select one choice and receive specific facilitative feedback.

📱 **Learner Instructions (On Screen)**  
Read each team situation carefully. Choose the most respectful and fair response to keep the group united.

💡 **Hints (On Screen)**  
• "Would asking why someone is upset be more effective than punishing?"  
• "Can leadership roles be shared to reduce conflict?"  
• "How can you reassign tasks to cover an absent member?"  
• "What is the fairest way to share limited materials?"  
• "What approach encourages every member to contribute equally?"

🧱 **Activity Content with Feedback**

| **🌍 Scenario** | **🔄 Choices** | **💬 Feedback** |
| --- | --- | --- |
| **Refusal to dig** | 1. Punish them ❌  2. Ask why and offer support ✅ | ✅ Correct: "Good choice. Asking why shows care and helps resolve the issue respectfully."  ❌ Incorrect: "Punishing creates fear and does not solve the problem. Try listening first." |
| **Leadership argument** | 1. Pick one leader ❌  2. Share leadership roles ✅ | ✅ Correct: "Correct! Sharing leadership promotes fairness and reduces conflict."  ❌ Incorrect: "Choosing one leader may create resentment. Think about teamwork and equality." |
| **Absent member** | 1. Blame them ❌  2. Reassign tasks fairly ✅ | ✅ Correct: "Well done. Reassigning tasks ensures the project continues smoothly without blaming anyone."  ❌ Incorrect: "Blaming weakens the team. Focus on solutions instead of punishment." |
| **Unequal sharing of materials** | 1. Keep materials with a few members ❌  2. Distribute fairly among all ✅ | ✅ Correct: "Yes! Fair distribution of materials ensures everyone can participate equally."  ❌ Incorrect: "Not correct. Keeping materials with a few members causes unfairness. Sharing builds teamwork." |
| **Member dominates discussion** | 1. Allow them to speak only ❌  2. Encourage others to share ✅ | ✅ Correct: "Correct! Encouraging others ensures balanced participation and respect."  ❌ Incorrect: "Not correct. Allowing one member to dominate excludes others. Think about inclusion." |

🔚 **Activity Conclusion (Voice-Over)**  
"You have learned that teamwork grows stronger through fairness, listening, and sharing. A united team can overcome any challenge."

🧩 **Activity 4: Obstacle Course – Problem-Solving Game**

🎯 **Activity Introduction (Voice-Over)**  
"Projects rarely run without obstacles. In this activity, you will face challenges such as missing permission or drying seedlings, and you will drag the best solution to each obstacle."

🛠️ **Developer Guide Instructions**  
• Create a drag-and-drop obstacle course with checkpoints.  
• Obstacles: missing permission, seedlings drying, elder refuses to join, tools broken, team member late.  
• Provide three solution cards for each obstacle.  
• Learners drag the correct solution card to match the obstacle.  
• Each choice triggers specific facilitative feedback.

📱 **Learner Instructions (On Screen)**  
Drag the correct solution card to each obstacle on the course. Think about what will keep the project moving respectfully and practically.

💡 **Hints (On Screen)**  
• "Permission must always come before starting the project."  
• "Stored rainwater can save seedlings in dry times."  
• "Respectful communication encourages reluctant members to join."  
• "Broken tools can be replaced or shared quickly."  
• "If a member is late, tasks can be reassigned fairly."

🧱 **Activity Content with Feedback**

| **🚧 Obstacle** | **🧰 Solution Options** | **💬 Feedback** |
| --- | --- | --- |
| **No permission** | 1. Start project secretly ❌  2. Return to head teacher with a written request ✅  3. Ask a friend to cover for you ❌ | ✅ Correct: "Correct! Written permission ensures the project is approved and avoids future conflict."  ❌ Incorrect: "Not correct. Starting secretly or asking a friend may cause bigger problems. Always follow the right process." |
| **Seedlings drying** | 1. Use stored rainwater or ask neighbours for help ✅  2. Leave seedlings until it rains ❌  3. Remove the seedlings ❌ | ✅ Correct: "Correct! Saving seedlings with water from storage or neighbours prevents loss."  ❌ Incorrect: "Not correct. Leaving them to dry or removing them wastes effort. Think about how to provide water." |
| **Elder refuses to join** | 1. Ignore the elder ❌  2. Send a respectful delegation to explain the project ✅  3. Replace the elder with another member ❌ | ✅ Correct: "Correct! Respectful dialogue shows value for community elders and builds trust."  ❌ Incorrect: "Not correct. Ignoring or replacing the elder damages relationships. Respectful explanation is better." |
| **Tools broken** | 1. Stop the project ❌  2. Borrow or share tools from others ✅  3. Continue without tools ❌ | ✅ Correct: "Correct! Borrowing or sharing tools allows work to continue smoothly."  ❌ Incorrect: "Not correct. Stopping or continuing without tools delays or reduces effectiveness. Think about available resources." |
| **Team member late** | 1. Wait for them before starting ❌  2. Reassign their tasks fairly ✅  3. Cancel the activity ❌ | ✅ Correct: "Correct! Reassigning tasks keeps progress steady and avoids delay."  ❌ Incorrect: "Not correct. Waiting or cancelling wastes time. Think about teamwork and fairness." |

🔚 **Activity Conclusion (Voice-Over)**  
"You have shown that no obstacle is too great when you think clearly and act wisely. Problem-solving ensures project success."

**🌟 Key Takeaways**

* Teamwork makes big tasks easier and more enjoyable.
* Improvisation helps when tools or materials are missing.
* Community involvement increases the impact and sustainability of the project.
* Journaling during implementation helps you reflect, learn, and grow.

**📘 Lesson 5: Report/Account on the Concluded Project**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Write a clear project report with all key details.
2. Reflect on lessons learned and personal growth.
3. Present findings using spoken and written formats.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"Your project journey is not complete until you share the story. In this lesson, you will learn to write a structured report, reflect on lessons learned, and present your achievements clearly. Reporting turns your work into an example that can inspire others. It is a moment to celebrate success and also to learn for the future."

📄 **Activity 1: Report Builder – Interactive Form**

🎯 **Activity Introduction (Voice-Over)**  
"Every project deserves a record. In this activity, you will create a professional report that captures all the details of your project. The clearer your report, the more powerful your story will be."

🛠️ **Developer Guide Instructions**  
• Provide a step-by-step digital form with the following fields:  
o Project Title  
o Date  
o Problem Addressed  
o Steps Taken  
o People Involved  
o Resources Used  
o Outcomes  
o Challenges Faced  
o Lessons Learned  
• Allow learners to fill in text boxes with detailed entries.  
• Provide specific feedback if fields are incomplete.

📱 **Learner Instructions (On Screen)**  
Fill in every section of the project report form. Use clear and complete sentences.

💡 **Hints (On Screen)**  
• "What was the main goal of your project?"  
• "Who supported you — teachers, parents, or community leaders?"  
• "What results show your project made a difference?"

🧱 **Activity Content**

**Example entry:**

* Project Title: Solving Drought in Our Community
* Date: 12 July 2025
* Problem Addressed: Lack of trees and water scarcity
* Steps Taken: Collected seedlings, sensitised community, planted trees
* People Involved: Learners, teachers, parents, chief
* Resources Used: Water tanks, seedlings, spades
* Outcomes: 150 trees planted, 300 community members sensitised
* Challenges Faced: Shortage of water, late arrival of tools
* Lessons Learned: Teamwork makes work easier, improvisation is important

**feedback after completing all fields**

* ✅ "Excellent. You completed all sections thoroughly, creating a full and professional report of your project."
* ❌ "Some fields are empty. A complete report needs every section filled in to capture the whole story of your project."

🔚 **Activity Conclusion (Voice-Over)**  
"You have created a report that is a powerful record of change. It shows both the process and the results, making your project story clear for others to learn from."

📓 **Activity 2: Reflection Journal – Digital Diary**

🎯 **Activity Introduction (Voice-Over)**  
"Looking back helps us move forward. In this activity, you will reflect on your role, your growth, and your experiences during the project."

🛠️ **Developer Guide Instructions**  
• Provide a digital journal template with the following prompts:  
o What I did  
o What I learned  
o How I felt  
o What I would do differently  
• Allow learners to write text entries or record audio reflections.  
• Provide specific feedback if any field is incomplete.

📱 **Learner Instructions (On Screen)**  
Write or record a reflection of your personal journey in the project. Fill in every section to make your journal complete.

💡 **Hints (On Screen)**  
• "Did you discover a new skill or talent?"  
• "What part of the project made you feel most proud?"  
• "What would you change next time to do even better?"

🧱 **Activity Content**

**Example entry:**

* What I did: I helped prepare seedlings for planting.
* What I learned: I learned how to take care of young trees.
* How I felt: At first, I felt nervous, but I was proud after completing the task.
* What I would do differently: Next time, I would help more with organising the team.

**General feedback after completing all fields**

* ✅ "Well done. You filled in all sections of the journal. Your reflection shows clear personal growth and awareness."
* ❌ "Some fields were left empty. To make your reflection complete, ensure every section has an entry so that your full experience is recorded."

🔚 **Activity Conclusion (Voice-Over)**  
"Your reflection is a personal record of growth. It helps you understand your strengths and how you can improve in the future."

🗺️ **Activity 3: Impact Mapper – Drag and Drop**

🎯 **Activity Introduction (Voice-Over)**  
"Every project leaves a footprint. In this activity, you will map the real impact of your project and see who was affected most."

🛠️ **Developer Guide Instructions**  
• Provide a drag-and-drop community map with zones: School, Riverbank, Homes, Farms, Market, Community meeting area.  
• Provide icons: 🌳 Trees planted, 💧 Water saved, 👥 People educated, 🎓 Students inspired.  
• Learners drag each impact icon to the correct zone.  
• Deliver specific facilitative feedback for both correct and incorrect choices.

📱 **Learner Instructions (On Screen)**  
Drag each impact icon to the correct community zone where the change took place.

💡 **Hints (On Screen)**  
• "Did tree planting benefit the riverbank or the classroom?"  
• "Did water-saving practices help homes or the market?"  
• "Did community sensitisation involve people at home or in meetings?"  
• "Who was directly inspired by school-based activities?"

🧱 **Activity Content with Feedback**

| **🌍 Impact Icon** | **🏠 Zone Options** | **⭐ Correct Zone** | **💬 Feedback** |
| --- | --- | --- | --- |
| 🌳 Trees planted | School ❌  Riverbank ✅  Homes ❌ | Riverbank and school compound | ✅ Correct: "Correct! Trees were planted along the riverbank and around the school to protect the environment."  ❌ Incorrect: "Not correct. Trees did not directly affect homes. Think about areas where planting prevents erosion and offers shade." |
| 💧 Water saved | Farms ✅  Homes ✅  Market ❌ | Homes and farms | ✅ Correct: "Correct! Water-saving methods reduced waste in farms and homes."  ❌ Incorrect: "Not correct. Water saving was not mainly at the market. Consider where people use water daily." |
| 👥 People educated | Market ❌  Homes ❌  Community meeting area ✅ | Community meeting area | ✅ Correct: "Correct! Education took place in meetings where community members gathered."  ❌ Incorrect: "Not correct. Education did not happen in homes or the market. Think about where awareness sessions are held." |
| 🎓 Students inspired | Farms ❌  Market ❌  School ✅ | School | ✅ Correct: "Correct! Students were directly inspired through school activities."  ❌ Incorrect: "Not correct. Students were not inspired mainly at the market or farms. Think about where learners participate most." |

🔚 **Activity Conclusion (Voice-Over)**  
"You have shown that one project can affect many different parts of a community. Impact is the true measure of success."

**🌟 Key Takeaways**

* A report should include what, how, who, when, and the impact.
* Reflection helps you grow and improve.
* Sharing results inspires others.
* Feedback helps you do better next time.

**📘 Lesson 6: Appreciate the Need to Offer Solutions to the Gaps/Challenges in the Community**

**✅ Lesson Outcomes**

By the end of this lesson, learners will be able to:

1. Explain the importance of being part of the solution.
2. Link community service to personal growth and national development.
3. Identify values shown during service such as teamwork, responsibility, and empathy.

**🎙️ Lesson Introduction (Voice-Over Narration)**

"You identified problems, you designed solutions, and you took action. In this final lesson, you will reflect on why it is important to be part of the solution. You will see how service strengthens communities, builds character, and creates a brighter future. Together, we celebrate the power of being changemakers for life."

**🔍 Activity 1: Values Spotlight – Hotspot Explorer**

**🎯 Activity Introduction (Voice-Over)**

"Every action in your project reflected a value. In this activity, you will explore a project scene and discover the values hidden in everyday actions."

**🛠️ Developer Guide Instructions**

* Show an illustrated tree-planting event scene.
* Add clickable hotspots:
  + Learner sharing a shovel → Sharing
  + Group singing → Teamwork
  + Talking to an elder → Respect
  + Writing in a journal → Responsibility

**📱 Learner Instructions (On Screen)**

Click each hotspot in the picture. Read the explanation of the value shown.

**💡 Hints (On Screen)**

* "Does sharing tools show obedience or generosity?"
* "What value is shown when you listen to an elder?"

**🧱 Activity Content**

| **Hotspot** | **Value** | **Explanation** |
| --- | --- | --- |
| Sharing a shovel | Sharing | Sharing tools shows generosity and fairness. |
| Group singing | Teamwork | Singing together builds unity and motivation. |
| Talking to an elder | Respect | Respect is shown by listening and valuing wisdom. |
| Writing in a journal | Responsibility | Recording experiences shows accountability. |

**🔚 Activity Conclusion (Voice-Over)**

"You have seen that service is not just about what we do but about the values we show. Kindness, responsibility, and respect make service meaningful."

🔄 **Activity 2: Community Impact – Flowchart Builder**

🎯 **Activity Introduction (Voice-Over)**  
"Every small action creates a ripple effect. In this activity, you will build a flowchart to show how your project leads to greater change in the community."

🛠️ **Developer Guide Instructions**  
• Provide drag-and-drop flowchart cards.  
• Cards include: Plant Trees → More Rain → Better Farming → Healthier Families → Stronger Nation.  
• Learners arrange the cards in the logical order.  
• Provide specific and general facilitative feedback.

📱 **Learner Instructions (On Screen)**  
Drag the steps into the correct order to show how small actions lead to big change.

💡 **Hints (On Screen)**  
• "Think: What comes first, planting trees or having better farming?"  
• "Does one small act create results that grow larger over time?"

🧱 **Activity Content**

**Correct sequence:**

1. Plant Trees
2. More Rain
3. Better Farming
4. Healthier Families
5. Stronger Nation

**General feedback after arranging all steps**

* ✅ "Well done. You completed the flowchart in the correct order, showing how local actions create community and national impact."
* ❌ "Some steps are misplaced or left out. Remember that small actions like planting trees lead to natural changes first, then social and national outcomes."

🔚 **Activity Conclusion (Voice-Over)**  
"You have mapped how a single action, like planting a tree, leads to bigger change. Service grows from small beginnings into national strength."

🧩 **Activity 3: Community Service Vocabulary Challenge (Crossword Puzzle)**

🎯 **Activity Introduction (Voice-Over)**  
"Let us test your memory and understanding. In this crossword puzzle, you will use key words from the lesson to complete the challenge. Each word represents an idea that builds stronger communities."

🛠️ **Developer Guide Instructions**  
• Create a 10×10 crossword grid.  
• Provide 8 clues (mix of Across and Down).  
• Answers must be drawn from values, actions, and key takeaways of the lesson.  
• Provide specific and general feedback for learners.

📱 **Learner Instructions (On Screen)**  
Read each clue carefully. Type the correct word into the crossword grid.

💡 **Hints (On Screen)**  
• "Look at the lesson’s key takeaways."  
• "Think of values like respect, teamwork, and leadership."  
• "What words describe service, promises, or outcomes?"

🧱 **Activity Content**

**Across**

1. Working together towards a goal (9 letters). → TEAMWORK
2. The ability to guide and influence others (10 letters). → LEADERSHIP
3. Personal promise to serve in the future (6 letters). → PLEDGE
4. Showing care and kindness towards others (7 letters). → EMPATHY

**Down**

1. Recognising the worth of others (7 letters). → RESPECT
2. Helping your neighbourhood or nation (7 letters). → SERVICE
3. Outcome of an action that creates change (6 letters). → IMPACT
4. Taking responsibility for tasks and actions (13 letters). → RESPONSIBILITY

**General feedback after completing the crossword**

* ✅ "Well done. You completed all the clues correctly. You now know the vocabulary that strengthens understanding of community service."
* ❌ "Some clues are left unanswered or incorrect. Review the lesson values and actions such as teamwork, respect, service, and leadership to complete the puzzle."

🔚 **Activity Conclusion (Voice-Over)**  
"You have completed the crossword and reinforced the key vocabulary of community service. These words will guide you whenever you serve."

**🌟 Key Takeaways**

* Being part of the solution builds leadership and responsibility.
* Service strengthens social cohesion and national unity.
* It develops entrepreneurship and financial literacy.
* Everyone has a role to play in building a better community.