

Handbook for Holistic Learning:

Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya

For use in teacher training programs and peer-to-peer teacher learning circles.



Developed within the
Quality Holistic Learning (QHL) Project

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Acronyms & Key Terms

Acronyms:

BECF	Basic Education Curriculum Framework, from the Kenya Institute of Curriculum Development (KICD)
CBC	Competency Based Curriculum; Kenya's national curriculum
MHPSS	Mental Health and Psychosocial Support
PCIs	Pertinent and Contemporary Issues
PSS	Psychosocial Support
SEL	Social and Emotional Learning
STEM	Science, Technology, Engineering & Mathematics

Key Terms:

Holistic learning	"Holistic learning is a teaching and learning approach that fully develops all aspects of a learners' identity and being (including the social, emotional, spiritual, artistic, creative, cognitive, psychological, and physical) to support self-directed and lifelong learning." - Definition from the Quality Holistic Learning (QHL) Project Fellows in Kenya
Inclusion	Inclusion is the practice of welcoming and providing full access and opportunity to every learner regardless of citizenship status, physical or cognitive ability, gender, class, religion, home language, or other unique characteristics. The 2018 Sector Policy for Learners and Trainees with Disabilities in Kenya defines inclusive education as an approach according to which "learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support." Learn more about Kenya's special needs education and inclusion policies here.
Vulnerable learners	Vulnerability can be defined in relation to poverty, gender, different abilities, refugee status, displacement, and other potentially marginalising or endangering conditions. Vulnerability can cause inequity in access to resources and services as well as disparities in student learning outcomes. In this handbook, we ask educators to hold all vulnerable learners in mind as they think about holistic learning through CBC and SEL.

→ **Appendix F (pages 84-88) includes additional and important terminology used in this handbook and in linked documents and resources.**

Foreword

Dear Educator,

This handbook aims to provide peer-to-peer (teacher-to-teacher) support for effective implementation of the Competency Based Curriculum (CBC) in Kenya to achieve holistic learning goals for all children across the country, including children of refugee, displacement, or vulnerable backgrounds.

These are tumultuous (or difficult) times and alongside the challenges we face as educators, we can also find opportunities and hope. This handbook has been designed with this promise in mind, by educators for educators—for you! We want to support you in your work with refugee, displaced, and vulnerable children and youths, to ensure that all children in Kenya feel a sense of belonging, inclusion, and opportunity within our schools. We also wish to support your efforts to implement the Competency Based Curriculum (CBC) in Kenya with the aim of creating holistic learning spaces in all classrooms. We hope this handbook will provide supportive resources for your work. We also hope this handbook might invite conversation (especially if implemented through a Teacher Learning Circle or Professional Learning Community with colleagues) about CBC, holistic learning, Pertinent and Contemporary Issues (PCIs), Social and Emotional Learning (SEL), and much more.

Globally, there is much conversation about mental health and psychosocial support (MHPSS) and social and emotional learning (SEL) within education. You have likely heard these terms, and others, in training you've received or when looking for resources and materials online. One goal of this handbook is to make linkages between SEL/MHPSS and the CBC. In this way, you can better understand international education agendas and conversations in relation to the work you are doing right here and right now in Kenya.

It is envisaged that this handbook will strengthen communities of practice among teachers and educators teaching in crisis, emergency, displacement, refugee, and other challenging contexts across Kenya. It features CBC-aligned lesson plans that teachers can use to facilitate the development of relevant skills in their learners with the objective of supporting holistic learning. This handbook can also serve as a launching point for collaboration: if used in teacher training, it can support connection, reflection, and experimentation. Trained teachers are encouraged to extend their learning to colleagues and others in their professional network(s) by inviting them to observe their teaching and to solidify professional communities of practice in which teachers can discuss and evaluate the implementation of CBC (and SEL) in their respective communities. A companion Facilitator's Guide to this handbook is available.

We encourage you to study the handbook, test and adapt resources from the handbook in your classroom, talk with colleagues about the handbook and about your CBC implementation efforts, and reach out to curriculum support officers and quality assurance officers for additional support as needed. As educators, we are always learning. We hope this handbook contributes in some small way to *your own holistic learning*. We believe in your abilities. We celebrate your commitment to teaching and learning. We encourage development of your professional competencies.

Sincerely,

The QHL Project Senior Fellows (and supporting CPL Team Members)

This handbook addresses the following professional learning goals:

1. Build understandings of the Core Competencies (CBC), Values, and Pertinent and Contemporary Issues that comprise Kenya's National Curriculum and identify the ways in which these support SEL, inclusion and integration, and holistic learning.
2. Trace global developments in MHPSS/SEL and national developments of CBC and discern the characteristics of notable and related frameworks.
3. Recognize how CBC and SEL can be particularly beneficial for displaced and refugee students.
4. Create lesson plans that fully realise the goals of the CBC, incorporating PCIs, community-service learning, SEL, and other holistic learning methods.



What are **your** professional learning goals? What do you hope to get out of your study of this handbook? Is there anything you would add to the list above? If not, how might you illustrate your goals? Use this space to **set your learning intentions**.

A blue and yellow pencil icon pointing towards the top right corner of the writing area.

Pre-Learning Activities

Prior to exploring the content of this handbook, complete the following three activities to activate your prior knowledge and articulate your learning goals. The first two activities are intended to be completed independently. The third activity is designed for a group setting.

1. JOURNALING

As a teacher, you likely already know something about SEL and CBC. In a short journal response, answer the following questions.

1. How do you define social and emotional learning (SEL)? Please write a definition in your own words. Don't worry about a "correct" answer here. Share what you think SEL is based on your prior exposure to this concept or based on the component parts (the words) social, emotional, and learning.

2. What do you know about Kenya's Competency Based Curriculum (CBC)? Provide a brief description of CBC here, based on any prior training you have had.

3. What would you like to learn about SEL and CBC implementation in your classroom?

2. PRE-TEST

Take the following pretest, adapted from the International Rescue Committee *Social-Emotional Intervention Trainee's Handbook*, to evaluate prior knowledge of SEL. Think about SEL in relation to what you have previously been taught about CBC and what you are doing within your CBC-led classroom.

Decide whether the following statements are true or false. Circle your response. In the space below the statement, explain why you selected "true" or "false."

1) Social and Emotional Learning (SEL) is only taught in the classroom.

TRUE | FALSE

.....

2) Facilitators [teachers] should model social and emotional skills.

TRUE | FALSE

.....

3) During a social-emotional lesson, the facilitator [teacher] should strictly follow their lesson plan.

TRUE | FALSE

.....

4) Children must completely master one SEL competency before moving on to the next.

TRUE | FALSE

.....

5) Social and emotional learning should be taught in an active, child-friendly and learner-centred manner.

TRUE | FALSE

.....

6) Social and emotional learning is only for children.

TRUE | FALSE

.....

7) Social and emotional learning is part of holistic learning.

TRUE | FALSE

.....

ANSWERS AVAILABLE ON PAGE 11.

3. BRIDGE CONSTRUCTION

Holland University, "Teaching Africa" lecturers' team, 2016-2020; activity shared by QHL Project Fellow Vianney Mpitabavuma.

Preface: If you are meeting with colleagues for a live, in-person session, we recommend you try this activity to build a team spirit in your Teacher Learning Circle (or professional learning community). The activity integrates SEL and STEM, surfacing many of the core values and core competencies at the heart of CBC. In this way, it activates prior knowledge and promotes interest in the content in this training handbook. A teacher participant in this activity noted, "As we started the Bridge Construction activity, at first we thought: 'They've come to waste our time.' But when we went through it, we came to appreciate it. We learned something!" This activity encourages collaboration and communication among the group members.

Objective: Work as a team to construct a bridge using only paper and markers.

In this activity participants practice working together and autonomously, communicating effectively, and reflecting on the work they have done. The activity engages participants in SEL by encouraging the following:

- Group strategizing and team building
- The consideration of multiple opinions and perspectives
- Cooperative interaction and role assignment
- Pushing participants to not give up and to go on when they are discouraged

Implementation & Timing: This activity is best suited for the beginning of the school year or academic term.

Time: Approximately 2.5 hours (adapt as required for your context)

- 5 minutes to provide materials and instructions
- 1 hour for construction
- 1-1.5 hours for the plenary session

Materials:

- A ream of printer paper
- markers

If you do not have the suggested materials available in your setting you may substitute them for other materials that are more readily available, including recycled or repurposed materials.

Roles:

- Facilitator
- Observer
- Team members (teacher participants)

Format: Teachers will work in teams of 5 (this number is flexible, but all teams should have about the same number of participants). Teams can self-select or the facilitator can place participants in teams. There is one individual who is assigned the role of the "observer." The observer will watch the team's progress with careful attention. This person is permitted to participate in the construction process. However, because it is well-known that being cognizant of monitoring can affect behaviour, **participants should not know** what the observer is doing. In other words, participants should be able to work freely and without constraint. During the one-hour building session the instructor reminds participants of the time thrice: after 30, 45 and 55 minutes. The facilitator is not to provide assistance or answer questions **at all** after the start.

What follows in italics is read or said by the instructor/facilitator after giving out paper and marker pens to groups.

"You are the team our area is counting on to produce very urgently in an hour's time the Tarach bridge design in order to supply starving people with food in Kalobeyi and beyond. The masons are on the spot waiting for your design. Prove that two lorries can cross it at the same time. You have a ream of printing paper and marker pens. Use your imagination, work together and learn from your teammates. Any questions?"

***Note:** The activity facilitator can answer questions but **should not** answer questions that begin with "how," such as "How can we fix this or that?"

Plenary Instructions:

The facilitator should invite participants to share a comment about what they have observed, any lessons they have learned, as well as any other important feedback.

The observers can then share what they observed in their team during the construction process. They should share the team strengths in this activity.

Some questions for consideration are:

- 1) What social skills did your team employ during this activity?
- 2) What emotions did you feel and how did you regulate these emotions?
- 3) Did you feel frustrated? When? What did you do?
- 4) What moves helped keep your team working together?
- 5) When might you apply some of the skills from this experience to another? How will they help?
- 6) Did you notice...?
- 7) Why do you think that happened?
- 8) Where else might that happen?
- 9) What social and emotional learning took place for you and your colleagues during this activity?
- 10) How might you apply lessons learned from this activity to your everyday life and, also, in your classroom pedagogy?

Additional Application:

This activity can be successfully completed with most any group, including students. Keep in mind that the size of the group can affect the activity's success and that it will likely work better with smaller class sizes. If a teacher is working with a larger group, it might be best to recruit another facilitator or to choose a responsible and capable student to serve as the facilitator for his/her peers.

4. Pre-Learning Activities Summary

The intention of the pre-learning activities was to prepare you for the upcoming sections of this handbook. Before you proceed to the next section, please reflect on these pre-learning activities and consider:

- What did you learn from each activity?
- What stood out to you most, why?
- If you are working through the handbook with a colleague, share your definitions of SEL. Are your definitions similar? Do they differ?
- Share your response to question 2 in section 1 (Journaling) with a classmate or a colleague. Is there anything that one knows that the other does not? Are there any differences in your understanding? If so, what are they?
- If you are familiar with both CBC and SEL, what connection(s) do you see between the two?
- If you are working through the handbook with a colleague, discuss ways in which you already implement SEL into your work. Do you use some of the same strategies? If you have differing approaches, what might you learn from one another?
- Why do you believe it is important to share work amongst colleagues? Is this a common practice in your institution?
- Might your students benefit from completing the bridge-building activity? How could you adapt the activity to your classroom or school? What limitations exist?

Based on your exploration in these pre-learning activities, what are you thinking about as you begin your handbook study and what do you hope to learn from this handbook?



Pre-test Answer Key

1) Social and emotional learning (SEL) is only taught in the classroom.

✓ FALSE

Social and emotional learning can be incorporated in many environments, interactions and extracurricular activities.

2) Facilitators [teachers] should model social and emotional skills.

✓ TRUE

By demonstrating social and emotional skills, teachers can reinforce them in their students.

3) During a social-emotional lesson, the facilitator [teacher] should follow their lesson.

✓ FALSE

New or unexpected learnings may make it necessary to address an issue, question or concern that surfaces during a lesson.

4) Children must completely master one competency before moving on to the next.

✓ FALSE

Some competencies might take longer to cultivate than others and students can work on multiple competencies simultaneously.

5) Social and emotional learning should be taught in an active, child-friendly and learner-centred manner.

✓ TRUE

Social and emotional learning should focus on the needs of the learner and should be developmentally appropriate.

6) Social and emotional learning is only for children.

✓ FALSE

Adults can engage in social and emotional learning, too.

7) Social and emotional learning is part of holistic learning.

✓ TRUE

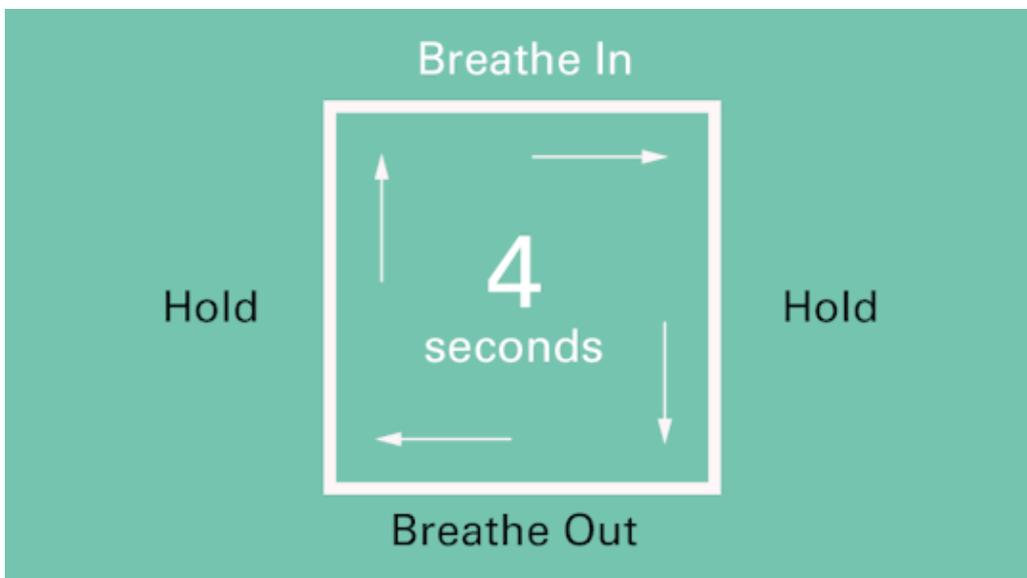
Social and emotional learning is an important part of holistic learning. Remember, we are defining holistic learning as: "teaching and learning...that fully develops all aspects of a learners' identity and being (including the social, emotional, spiritual, artistic, creative, cognitive, psychological, and physical) to support self-directed and lifelong learning."



Between each section of this handbook, we will invite you to pause and refresh. We will share some mindfulness practises, journaling prompts, and activities that tap into your creativity to support your own social and emotional learning and your holistic engagement with this professional development resource. Taking care of ourselves is a vital part of our work. As educators working with and caring for children and youths, we know that if we don't attend to our own well-being, we cannot give the best of ourselves to the students in our classrooms. We hope you will enjoy the brain breaks and quiet reflective moments embedded in

the holistic learning activities throughout the handbook.

Holistic Learning Activity #1: Four-part breath (Square breathing)



The Four-Part Breath, also referred to as Square Breathing and Box Breathing, is a controlled breathing exercise wherein the duration of inhalations, pauses, and exhalations are equalised to a count of four seconds.

This type of slow, focused breathing can activate the parasympathetic nervous system and, thus, help reduce stress and anxiety, create feelings of relaxation, and quiet the mind.

It can be performed seated, standing, or lying down. Those with medical conditions that could be adversely affected by slowing their respiration or holding their breath should consult with a licensed medical professional first.

A single cycle of the exercise is performed as follows:

1. Inhale fully through your nose for 4 counts.
2. Hold your breath for 4 counts.
3. Exhale through your mouth for 4 counts.
4. Pause for 4 counts.

Adapted from: <https://occultaspects.home.blog/2018/12/16/the-four-part-breath/>

Through holistic education, teachers seek to address all aspects of learning, not solely academic outcomes. Working within a format that involves the other adults in the child's life, teachers help the student develop their social, emotional, ethical, and academic needs. The practice emphasises a positive school environment and making whole-child support available to all students. The Competency Based Curriculum supports holistic education, especially the aspects of values based education, in order to help all children to be successful in school as well as in life. The curriculum ties together the essential domains for learning: physical well-being, culture and the arts, literacy and communication; learning approaches and cognition, numeracy and mathematics, science and technology, and finally, social and emotional learning (SEL), which helps students understand and manage emotions in the best way possible.

Social and Emotional Learning (SEL)

In the past 20 years, Social and Emotional Learning, better known as SEL, has gained popularity in education circles around the world. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as learners' "acquisition of skills to recognise and manage emotions, develop care and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively" (CASEL, 2020). The Inter-agency Network for Education in Emergencies defines SEL as "a process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning, being effective, well-being, and success in life" (INEE, 2016). Given its positive effect on both the learning of academic content and the well-being of learners, SEL can be an important curricular element in many teaching and learning contexts (Cipriano, 2019). The documented positive effects of SEL, which are discussed later in this handbook, suggest that SEL, along with its applications, will continue to gain momentum in educational institutions for the foreseeable future.

While the implementation of SEL in classrooms has gained significant momentum in North America and Europe since the end of the last century, its growth in other parts of the world is more recent. In the last six years, there has been considerable interest and growth in SEL integration within education in crisis and emergency contexts. This has been the result of government led projects and I/NGO and CBO partner led projects to address the need for psychosocial support among children and adolescents. However, there remains room for growth in familiarising both educators and parents with SEL, providing more training in the subject, and increasing support from leadership to ensure successful implementation. The former is a well-documented concern in many countries. In Kenya, specifically, 61% of teachers surveyed by CASEL in 2016 indicated that they needed more SEL specific training (World Economic Forum, 2016).

Kenya's Competency Based Curriculum

The reform in Kenya envisaged in Vision 2030 “will heavily depend on the quality of her human capital” (KICD, 2017). In a globalised world, this human capital will necessarily need to have the competencies essential to moving the nation forward toward its aspiration of becoming a middle income country. As noted by the Kenya Institute of Curriculum Development, Kenya’s current curriculum places too much focus on assessment - and specifically summative assessments - rather than the mastery of skills. In line with a 2009 evaluation done by the Kenya Institute of Curriculum Development, the curriculum change also intends to support student passions and talents while promoting a variety of opportunities after children finish school, including vocational training (KICD, 2017). The Competency Based Curriculum will be fully in place across Kenya by the year 2026.

As UNESCO’s International Bureau of Education Reports, the reform invisions to:

- 1) Enable all young people to become productive and responsible citizens, who take their place in the world with confidence and pride.
- 2) Develop independent, confident, co-operative and inspired learners, who love learning and are keen, focused and able to apply what they learn.
- 3) Ensure that future generations of Kenyan citizens are committed to being good national and global citizens, equipped with the skills, knowledge, attitudes and values to thrive in the modern world, while being confident and proud of their rich cultural heritage.
- 4) Enable young people to co-operate with their peers around the world through enhanced digital literacy and mastery.

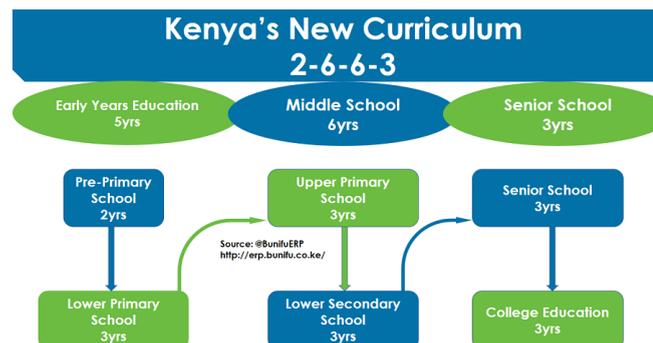


Reform goals taken from Kabita, D. N., & Ji, L. (2017)

The shift to the CBC also involves changing the structure of the education cycle across Kenya. This is a departure from the previous 8-4-4 model in which 8 years were dedicated to primary education, 4 years to secondary school, and 4 years to university education. The new cycle is structured as follows:

CBC Education cycle:

- 2-Pre-primary
- 6-Primary
- 3-Middle (Junior Secondary)
- 3-Secondary
- 3-Tertiary (University)



The Brookings Institution identifies a number of large-scale challenges that Kenya's education system faces, including limited professional support for teachers, high stakes assessments, and limited integration of multidisciplinary school subjects (Kinyanjui, 2018). Furthermore, both students' achievement and access to resources affect how they are perceived by teachers and peers alike, which consequently reflects on their self esteem and interpersonal relationships (Palermno, 2019). Additional challenges include the high dropout rate of students after Standard 7, a widespread shortage of teachers across Kenya, as well as an estimated number of 1 million children that are out of school "either because they have never attended, or they dropped out" (KICD, 2017).

The implementation of the Competency Based Curriculum (CBC) in Kenya strives to address these needs, among other identified areas for growth. The CBC aims for "world class standards" in both content and resources, so that "every Kenyan learner is equipped with knowledge, skills and attitude they deserve and need in order to thrive in the 21st century" (KICD, 2017). Specifically, the CBC focuses on acquisition of the desired knowledge, skills, values and attitudes to enable all learners, refugee and non-refugee alike, to cope with life challenges. It also focuses on the achievement of learning outcomes in terms of the desired behavioural change.

→ **A Glossary of Terms in Appendix F (pages 84-88) can help guide your study and discussion of the materials contained herein, including terminology related to SEL and CBC such as 21st century skills, life skills, and interpersonal skills.**

Pertinent and Contemporary Issues (PCIs)

Children are faced with a myriad of challenges and issues owing to the social-cultural and economic dynamics in society. CBC learning is expected to equip all learners, refugee and non-refugee alike, with appropriate competencies they require in order to effectively address the PCIs of everyday life, thereby leading a fulfilled life as well as becoming a productive member of Kenyan society.

In the previous Kenyan curriculum, PCIs were known as emerging and cross-cutting issues. The CBC includes Pertinent and Contemporary Issues (PCIs) that have been identified as significant in the life of an individual within both Kenyan society and the larger global community. PCIs are the prevailing phenomena related to the legal, technological, social, cultural and economic dynamics in society. They draw upon Kenya's CBC Core Competencies, Values Standards, and global SEL frameworks more generally, upholding personal and social awareness and responsibility, problem-solving skills, responsible decision-making, and much more.

→ **See Appendix A (page 76) for more detail on PCIs.**

QHL Project Fellows' Reflections on Teaching Challenges

Observations from QHL Project Fellows who serve as teachers in primary and secondary schools across Kenya demonstrate that many students—especially those who have experienced displacement, are refugees, or who experience precarity and vulnerability in their daily lives—face significant challenges in school. There are a variety of contextual factors, both localised and systemic, which contribute to social and academic difficulties for some learners in schools across the country.

One commonly shared observation is that there are students in schools across Kenya who have a tendency to be confrontational and may even fight with teachers or amongst themselves. The fighting can get physical, and the QHL Teacher Fellows suspect that this behaviour is a byproduct of turbulent and trauma-filled childhoods among vulnerable students in Kenya, including among refugee and displaced learners. One QHL Project Fellow observed that, within her local context, students are sometimes particularly violent with each other across social, ethnic, or cultural groups. This teacher suspects that conflict in home communities is reflected in the school and surrounding environments. Both girls and boys have been seen displaying aggressive behaviours, such as defending their siblings and friends. As one QHL Teacher Fellow noted, teachers may struggle to work with students behaving in disruptive and violent ways because they may be on the periphery of the community, lacking insider knowledge and relationships that could help to resolve some conflicts, and they, themselves, may be victims of disrespect or violence within local, national, and transnational contexts. QHL Project Fellows have reflected upon how Social and Emotional Learning (SEL) and the core values at the heart of the Competency Based Curriculum (CBC) might help them to address these challenges.

QHL Project Fellows also observe that some students do not like taking notes or actively participating in class. The weather and the classroom conditions might be two factors that contribute to this behaviour. It is very hot, windy and dusty in Kakuma Refugee Camp schools, for example, as in other locations across Kenya. Furthermore, the number of students in the refugee camps has been steadily rising with every year. One consequence of the increasing numbers is that there are now two shifts during which teachers can teach: a morning shift and an afternoon shift. Students are placed in cohort groups, but classes remain large, normally averaging between 70 and 120 students. Due to this size, classes are quite loud, and inappropriate or disruptive student behaviours are difficult to manage. QHL Project Fellows look for some solutions to these challenges within CBC and SEL integrated classroom practises.

Kenya is an incredibly diverse country with many linguistic and ethnic groups residing within its boundaries, including children and families from South Sudan, Somalia, Sudan, the Democratic Republic of the Congo, Burundi, Rwanda, Uganda, Eritrea, Burkina Faso and Ivory Coast, to name just a few. This creates another challenge: that of language barriers. This complicates communication with not only students, but also students' family members. An unfortunate but commonly observed consequence of the linguistic and cultural differences among learners is the potential for misunderstanding, conflict, and, in some instances, discrimination among disparate groups. These difficulties add additional challenges for teachers working in diverse settings throughout Kenya. Might greater parent and community engagement, service-learning projects, learner-centred methodologies and other elements of the CBC and of SEL best-practises help to address some of these challenges?

Finally, some students' home situations are quite dismal, with poverty being one of many severe stressors. Teachers frequently encounter students with profound difficulties such as no access to electricity, hindering them from studying at night. Other children suffer from food insecurity and hunger and may go days without eating before coming to class. It is not uncommon to meet students who take drugs or come to school under the influence of alcohol. Finally, some students – including some who have experienced displacement or migration due to natural disaster,

conflict, or other challenges – do not apply themselves in their studies because they are not settled and find themselves with much anxiety about their futures.

In creating this handbook, the QHL Project Fellows reflected on how best to create communities of belonging and welcome for every child in their classrooms, and they consider, throughout this handbook, how integration of SEL and implementation of CBC – as complementary and overlapping pedagogies – might help struggling learners more fully identify their strengths, set personal goals, and reach their dreams. **One QHL Project Teacher Fellow recounts, and then reflects on, the story of a student he worked closely with in his own words:**

Sunday Kong (not his real name) was very rude - especially to lady teachers - and he was always fighting with his peers. Though he was a very good member of the school football team, Sunday would always spoil our team's chances by fighting with a member of the opposing team.



I always called him to my office and surprisingly, he was always contrite after we discussed [his behaviour]. He always promised to change for the better. But the next time he was overtaken by his bad temper, he forgot his promise to me. I once threatened to drop him from the school team. He really tried to live by the rules until later in the finals, when he fought again. He was admitted to the prestigious Dagoretti High on completion of his primary course on account of his good athletic credentials. I later learned that he was expelled for showing the school principal the obscene middle finger.

This teacher found it effective to withdraw something the student liked in order to encourage positive behaviour. Unfortunately, this only worked temporarily. If given the chance to encourage Sunday again, the teacher noted the importance of talking to him about how to control his feelings and temper in order to benefit the common good, or in this case, the school and football team. Reminding Sunday that fighting is selfish and negatively affects others could begin to foster empathy and understanding for others, both critical components of SEL and the CBC. The teacher also believes that some of Sunday's behavioural problems could have been avoided with SEL intervention - and specifically more positive reinforcement - earlier in childhood. Although it was believed that Sunday had been a child soldier and his temper was caused by some problems or trauma he had experienced as a child, he received little to no additional psychosocial support as a child who fled his homeland for Kenya.

It is probable that you or your colleagues have encountered or directly worked with students like Sunday. As this story suggests, students' behavioural struggles can have causes that are not clearly identifiable or known. Teachers and education professionals may also struggle to find the proper approach for helping these students find success, as the same strategies may not be equally effective for every child. For these reasons, it is important for teachers to both learn about SEL and its applications in the CBC classroom and to continually seek out ways to improve and refresh their repertoire of skills.



PAUSE & THINK



Now that you have made your way through the introduction of this handbook, take a moment to pause and answer the following questions about what you have just learned. Feel free to write in a journal or discuss with a colleague. If you are part of a Teacher Learning Circle or professional community, discuss with your cohort members and facilitators.

- 1) What is Vision 2030 and how is it connected to the curriculum reform?
- 2) What does the curriculum reform envision to accomplish?
- 3) Why has Kenya made a shift from an academic oriented curriculum to a competency based curriculum. What are the advantages and contributions of the CBC?
- 4) What observations did QHL Project Fellows share about their work with refugee and displaced students? How are these similar to or different from what you experience in your own context?
- 5) How might SEL intervention benefit the teachers in some of the challenging circumstances described above and/or witnessed in your teaching context?

Holistic Learning Activity #2: Synthesising Information Visually



In this introduction, we have talked about SEL, the CBC, core competencies and core values, PCIs, and teacher experiences in classrooms across Kenya. Before moving on to more detailed discussions of these topics, including examples of lessons and activities that incorporate SEL, CBC, and PCIs, take a moment to pause, breathe, and creatively synthesise information. How do you see SEL, CBC, core values, and PCIs working together for holistic learning? In the box below, draw an image or an outline of how you imagine all of these pedagogical and curricular pieces fitting together.

A large empty rectangular box for drawing, with a blue pencil icon in the top right corner.

SEL Definitions, Frameworks, & Examples

Social and Emotional Learning (SEL) is a construct that fits under the umbrella of Psychosocial Support (PSS), and is something that educators can integrate into their CBC-guided pedagogical practice, include in co-curricular activities, and make use of in their day-to-day interactions with learners. The Inter-agency Network for Education in Emergencies defines SEL as “a process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning, being effective, well-being, and success in life” (INEE, 2016).

Here are what some teachers across Kenya had to say about why SEL is important:

“SEL draws out the inner person. The learner is encouraged to express oneself because they feel that they have been validated and affirmed. In short, SEL breaks barriers.”



“[It] improves student attitudes toward school and reduces depression and stress among students. It also helps in improving academic achievement and enhancing positive behaviours both in and out of the classroom.”

“SEL helps students manage their studies despite the challenges they are facing outside the school environment.”

“It brings essential life skills like understand themselves, develop a positive self-image, taking responsibility for their actions, and forge relationships with the people around them.”

“SEL helps the teacher also look inwardly and recognize their own shortcomings.”

As you study this section of the handbook, consider these ideas and formulate your own thoughts around why social and emotional learning matters and how it can be supported in your classroom.

SEL and CBC are two inseparable components of a whole on which the first takes on a seasoning role to the system, providing supporting flavour and richness. CBC objectives are to produce learners capable of performing tangible specific tasks. Its goal is to educate freethinkers, self-motivated leaders with a high sense of creative imagination. Its products are creators as opposed to theory accumulators who are good at memorization, recitation, imitation or mere reproduction. It is meant for future inventors who can survive on their own practical experiences. CBC trained learners are ready to adapt their capabilities to specific contexts in life.

Similarly, SEL is best suited to shaping learners into masters of their own behaviours with self-control to solve problematic issues on their life journey. This means that the teaching (or pedagogical) tasks performed to infuse SEL in lessons and in the community through daily routines are like building the social walls of learners. These social walls are themselves standing on the CBC foundation, sustained together by the holistic reinforcement pillars. SEL plays a paramount role in accompanying and complementing CBC in developing learners' maturities and social and emotional competencies.

The secret for SEL is to positively involve the learner in active, participatory, amazing and fun activities that encourage them to be self-motivated learners. Together, SEL and CBC forge future leaders free from corrupt ideas and colonial contours, whose decisions promote an authentic contextualisation towards peace, democracy and economic development.

Just as SEL is an essential and integrated part of the CBC, SEL is also associated with many additional terms and frameworks, some of which you can explore in Appendix A of this handbook and within [this resource](#) as well. SEL itself is a multi-faceted concept. According to the CASEL Framework, [one among many frameworks](#) in use, there are five key components of SEL. As Figure 1 shows, all five key components — self-awareness, self-management, responsible decision-making, relationship skills and social awareness — can be reinforced in the community at large, at home, in school, and in individual classrooms.

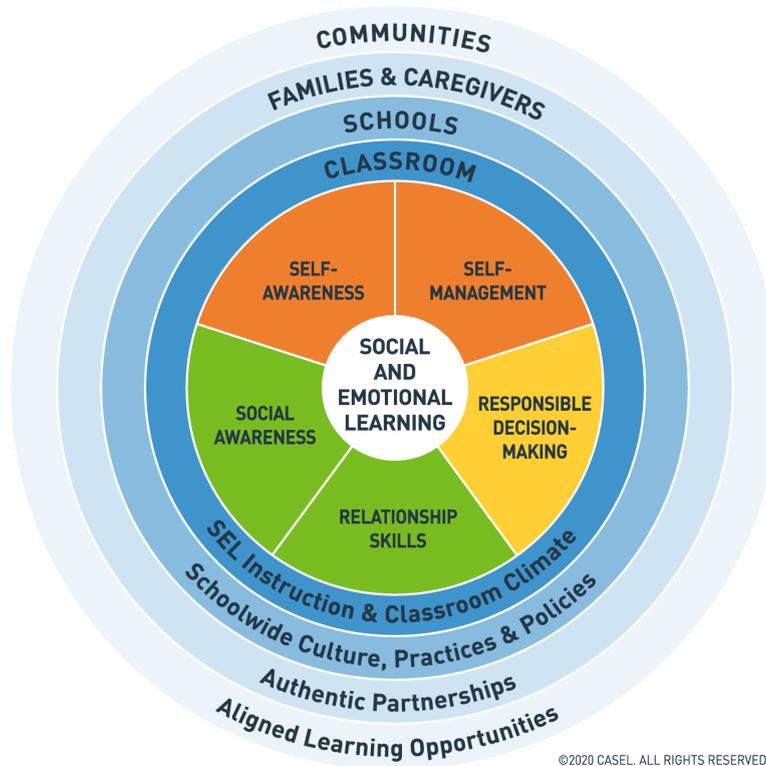


Figure 1

1. **Self-awareness:** Self-awareness involves a learner understanding their emotions, personal goals and values. Through self-awareness, learners develop positive mindsets, and possess a well-grounded sense of self-efficacy and optimism.
2. **Self-management:** Using self management, students learn to regulate their behaviours and emotions. Through self-management students learn how to control stress, manage their time and tap into intrinsic motivation. Learners also engage in academic and personal goal setting, which are very important for them as they grow.
3. **Responsible decision-making:** It is beneficial for learners to be exposed to opportunities to freely make their own decisions, whether in their personal or academic lives, by taking into consideration social norms and differences.
4. **Social awareness:** Students learn to understand social behavioural norms, recognize other people's emotions, and empathise with people of all different backgrounds and cultures.
5. **Relationship skills:** Students learn how to foster healthy relationships and clear communication with other individuals and in groups. Participation in a variety of activities such as team sports, games, and group projects reinforces this. Learners assign themselves roles and work together for the success of the whole group. Teachers may help learners to work more on areas of their lives that may not be doing well and need improvement. This can help them track their progress in a measurable manner that indicates their achievement.

Research shows that SEL helps to raise learners' self-awareness, improves academic performance, and results in positive behavioural outcomes. Because SEL helps learners better understand their thoughts and emotions, they are able to better empathise with others. The skills cultivated through SEL serve children and adolescents well in school by helping them work through their emotions so they can focus on academic tasks and access higher-order thinking. Furthermore, these skills remain useful after the school and university years and will benefit them into adulthood (Elias et. al, 1997)

Figure 2 illustrates the character qualities and competencies that foster SEL. You'll notice that these competencies reflect the values and core competencies of the CBC. As seen in the figure, it is possible to teach all of the listed skills through a number of applicable in-class and at-home approaches. Read through the list of character qualities, competencies and skills below.



Figure 2¹

¹ Adapted from the World Economic Forum

Because SEL fosters a sense of safety and builds upon the CBC Core Competencies and Values Standards at the heart of the Kenyan National Curriculum, it can be especially useful within Kenyan schools and to support trauma-sensitive practices. Educators working with refugee and other vulnerable populations should always keep in mind that learners' past experiences may contribute to feelings of fear, anxiety and anger, and that for students to focus on learning, they have to feel safe and supported. Effective application of SEL in the classroom can empower students, help them feel safe, and give them the tools needed to manage their feelings. All of these positive modifications help to set them up for academic success.

SEL-Integrated Classroom Activities

SEL is a significant part of a learner's overall education be it through formal learning or informal acquisition. It cannot be ignored that living and learning environments affect the learner's activities in class, including their ability to feel safe, a sense of belonging, and a readiness to engage in complex intellectual tasks. The teacher's routines shape the learner's future and personality through modelling and imitation of behaviours as well as the creation of positive conditions for learning.

Empathy, for example, is a boost for positive behaviour and helps the learner to master and control their emotions, persevere and respond to the learning process. A teacher should infuse it in teaching because every learner is unique and deserves keen listening. A good starter should always be organised to usher the learner into fun and enjoyable lessons on a daily basis. A teacher should be more intentional and focused on healthy relationships with students instead of worrying only about syllabus coverage. By doing so, the learner's well-being improves, leading to the vital dimension of "teaching the whole student" – a guarantee for academic success and core values development. Likewise, SEL helps the teacher to overcome their own personal challenges and monitor themselves in relation to the children and youths they are working with each day. SEL reminds educators to strive for happy, productive lessons that are inclusive and equitable and which promote mental health and self-esteem in order to open learners up to freethinking, creativity and both personal and community development.

Below, we detail some general exercises and activities that can help teachers incorporate SEL into their everyday pedagogy, whether directly or as part of another class. Included, also, are several lesson plans that model how SEL may be woven into daily instruction. These were developed and/or adapted by our QHL Project Fellows and reflect their knowledge and experience working with refugee, displaced, and vulnerable learners in a variety of settings across Kenya.

Direct SEL Instruction

It is important to appropriately select a helpful instructional strategy for specific teaching and learning feedback. A teacher can implement SEL in the classroom using direct instructional strategies that encourage the learner to exercise SEL skills while writing, listening, speaking and drawing, for example.

SEL through Writing

Writing is one of the tools that the teacher can choose. For instance, the teacher may ask students to write a reflection on an assigned topic. Some ideas are: school rules, community practices, exams, or behavioural expectations. In the process, students will collectively describe the consequences of ignoring notices or breaking the rules that they have written. Such an exercise is

helpful for reinforcing a strong classroom atmosphere and to cultivate self-awareness, self-management, responsible decision-making, and relationship building. Refer to these rules, created by learners, often and regularly and advise students to follow them as a method of maintaining social harmony in the classroom and school.

In the same way, the teacher can ask students to write down what strategies can help them perform well in any course - mathematics, for instance - or the importance of any language. Teachers may ask students the importance of Kiswahili as well as how they wish it could be taught.

Below are some additional sample writing/journal prompts:

- What are some qualities of a good friend?
- Write about a time that you found yourself in a conflict. What did you do to resolve it?
- How do you communicate best? What do you do to make sure others hear and understand you?
- What is a goal you have for this week? This month? This year? How do you hope to achieve it?

More SEL reflection prompts can be found [here](#) (CASEL, 2020).

SEL through Listening

Listening is another skill that facilitates SEL modelling and teaching in the classroom. As an illustration, the teacher can organise a smaller group setting and use very simple listening instructions where every group member must keenly listen to their friends and then seek permission before speaking. The teacher can demonstrate hand raising and waiting to be called on before speaking.

This practice restores order and discipline in the classroom. It is also part of etiquette-strengthening in the young mind early in the academic year or at the start of class. In time, students will bear this practice at heart in every formal gathering. This sets a strong foundation for social awareness as the learner builds strong relationships with others.

SEL through Speaking

Listening extends to speaking. This is an opportunity to promote confidence by allowing the learner to participate in their own problem solving. The teacher involves students in discussing the importance of impulse (*lack of premeditation or mental concentration*) control. Here, the teacher can ask students to talk about their feelings and experiences throughout the day. Then, the teacher can group students and present them with common unpleasant situations that may arise, such as feeling confused, being left out, not knowing an answer, arriving late, feeling bored, etc. Then, students describe how these various situations affect them and identify some instances described that are worth sharing with the entire class. Finally, the class can talk together to strategize on ways to redirect negative feelings produced by these circumstances.

SEL through Drawing

The teacher may also choose to involve students in drawing, which can be conducted as an adaptation to the above activities. Through "expressionism" (a style of art where the artist expresses their inner thoughts and feelings or emotions), every colour, shape or type of line can be associated with particular emotions. It is a unique opportunity to support personal expression as students may keep their feelings private. So, students can draw how they feel, which helps to gain an insight into a child's thoughts and feelings (DeWilde, 2021).

Integrating SEL in Subject Area Instruction, "Classroom Philosophy" Approach

SEL is capital as it enhances the teaching/learning atmosphere with increasing control of emotions. This is true in all subject area instruction where SEL has the potential to generate interest in students, trigger understanding and performance in subjects, and prepare students for success in life. So, the teacher must be ever-present in class and imaginative in ways to support and guide students. The subject nature itself and the teacher's observations will determine which SEL implementation strategy should be used.

SEL integration in Mathematics and Sciences

The SEL strategy which encourages students to discuss how they solve problems and how they arrive at solutions fits well with sciences and mathematics. This method, in combination with maths games, smart tips, and practice, might boost performance in sciences, namely for struggling learners. It offers an added opportunity to concentrate and think deeply on the matter and can promote creativity, collaboration, and innovative problem-solving.

Implementing SEL through the "Think-Pair-Share" Approach

Think-Pair-Share (TPS) is a collaborative learning strategy where students think individually about a topic or answer to a question, and then share their ideas with a classmate. The TPS works as follows; the teacher asks an open-ended question and allows students to think quietly about it for a minute or two. The teacher asks the students to pair up with a partner and discuss the question for about two to five minutes. Finally, the teacher engages the whole class in a discussion in which students raise their hands and share all the thoughts and ideas they have gathered. This strategy helps to enhance students' individual thinking, sharing skills, attention and collaboration with others in solving or answering a question. It fosters participation and gives students a sense of fully belonging to the learning process. TPS is a very useful approach because it builds confidence in students who are often reluctant to talk in front of the whole class, which is one overarching goal of SEL.

Some Guiding Questions for the "Think-Pair-Share" Approach

TPS is like a medium of SEL implementation across all the disciplines: Language Arts, Mathematics, Social Studies and Sciences. Some sample questions respectively exemplify how TPS applies to all subjects:

- Would you be able to befriend Luanda Wa Magere in *the Luo legend*, or Kino in *The Pearl* by John Steinbeck? Why or why not? (Language Arts)
- How do you approach solving maths problems, estimations or logic? (Mathematics)
- What do you know about the independence of your country? (Social Studies)
- Which items will float in a tub of water? (Science question before a class experiment)

In summary, TPS implementation is as simple as asking open-ended questions (although they can be more direct, too). It is up to the teacher to limit the activity locally or instruct students' groups to share it with the rest of the class with the possibility of opening up the floor to discussion.

Using "Jigsaw" to implement SEL

([Aronson & Patnoe, 1997](#))

Another way of integrating SEL in the classroom is the student-to-student approach known as **jigsaw**. Like any other interactional strategy in the classroom, jigsaw involves participation, practice, collaboration, socialisation, motivation and mixed abilities.

In a jigsaw, the activity must be divided into several equal parts, each of which is necessary to solve a problem or answer a question. The following topic can be a good example to be dealt with through jigsaw: *Industrial Development in East Africa*.

Jigsaw Activity

The class can be divided into the same number of groups as there are countries to study. Each group analyses industrialization in their given country. When every team member is prepared to teach, the teacher redivides the class into mixed groups ensuring that each new group has members from all the previous ones (each team has one or more country-specific specialist/s). Then, each member teaches the rest of the team about their findings about their country of focus. Groups then work together to synthesise a global analysis from all East African countries. As they work together, they ask and answer one another's questions with the teacher's guidance, if needed. At the activity's end, every student has an overview on East Africa's industrialisation.

What are some of the ways you support psychosocial wellbeing and social and emotional learning in your classroom, school, and community? What additional SEL integration strategies do you know? Talk with colleagues and share ideas. Add some notes here.



Holistic Learning Activity #3: SEL in your life!



Think about how your own social and emotional competencies influence your life and your work as an educator. Consider the five competencies in the CASEL framework. What are your areas of strength? What are areas you are continuing to develop and grow within to lead a happier, more connected, and less stressful life?



Make some notes below.

My strengths:

Areas I'm cultivating:

How do your social and emotional learning competencies influence your students and impact your classroom instruction and climate (or feeling)? How does your state of mind and your well-being, more broadly, shape teaching and learning?

Kenya's Competency Based Curriculum (CBC)

Overview

Kenya is currently phasing out the 8-4-4 education system which was introduced in 1985. Under this system, students completed eight years of primary schooling and four at the secondary level, while a university degree took a minimum of four years to complete. The guiding philosophy of this system was *education for self-reliance*. The system adopted a knowledge-based curriculum. There have been several curriculum reviews; in 1992, 1995 and 2002, which mostly addressed issues of curriculum content, overloads within and across subjects, and unnecessary overlaps. However, these reviews did not adequately address fundamental issues that would transform society by enhancing the productivity of every Kenyan citizen and accelerate economic growth. The summative evaluation of the Curriculum (KIE, 2009), indicated that the curriculum content and its implementation was academic and examination oriented. Assessment was mainly summative and the majority of teachers hardly used formative assessment. Graduates at the secondary school level did not acquire adequate entrepreneurial skills for self-reliance, leading to high unemployment and the risk of emergence of social vices such as increased crime, drug abuse, and antisocial behaviour. Also, this curriculum did not provide flexible education pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development. Lack of flexibility in the curriculum pushed up drop-out rates, even among academically talented students (KIE, 2009).

In pursuit for a relevant and holistic curriculum that nurtures learners' potentials and integrates both schooling and co-curricular activities, Kenya adopted the [Competency Based Curriculum \(CBC\)](#) in 2017. The adoption of CBC was informed by the following:

- Global trends emphasising 21st century competencies.
- Re-alignment to a [Framework on Harmonisation of Curricula, Structure and Examinations in the East Africa countries](#), (EAC, 2011), drawn up by the Eastern African states. As a member of the East African Community (EAC), Kenya had an obligation to reform the basic Education curricula, structure and examination system to align it to the EAC framework, and ease mutual recognition of certificates across the region.
- The task force report on the Re-alignment of the Education Sector to the [Kenya Vision 2030 and Constitution of Kenya 2010](#), resulted in the development of Sessional Paper No. 2 of 2015 on "[Reforming Education and Training in Kenya](#)" (Republic of Kenya, 2012). The Sessional Paper recommended reforming the Education and Training Sector to provide for the development of the individual learner's potential in a holistic and integrated manner, while producing intellectually, emotionally and physically balanced citizens. It further recommended a competency based curriculum; establishment of a national learning assessment system; early identification and nurturing of talents; the introduction of national values and national cohesion and their integration into the curriculum; and the introduction of three learning pathways at senior school level.
- The Constitution of Kenya, 2010, [article 53 \(1\) \(b\)](#) states that every child has a right to free and compulsory basic education while article 10 on National values and principles of governance, reiterates that the State Department responsible for education develops and incorporates values into the curricula at all levels of education. The values stated in the Constitution include responsibility, respect, excellence, care and compassion, understanding and tolerance, honesty and trustworthiness, and being ethical.

Kenya Vision 2030 emphasises the link between education and the labour market, the need to create entrepreneurial skills and competencies, and articulates the development of a middle income country in which all citizens will have embraced entrepreneurship, and will be able to engage in lifelong learning.

The design and development of the new curriculum was spearheaded by the [Kenya Institute of Curriculum Development \(KICD\)](#), and launched by the Ministry of Education in 2017. The CBC is being implemented on the 2-6-6-3 education system. Under this system students complete two years of pre-primary, six years of primary, and six at the secondary level schooling, while a university degree takes a minimum of three years to complete. CBC focuses on acquisition of desired knowledge, skills, values and attitudes to enable the learner to cope with life challenges, and the achievement of learning outcomes in terms of the desired behavioural change.

Differences between 8-4-4 and 2-6-6-3 school systems

8-4-4 System of Education	2-6-6-3 System of Education (CBC)
Focus on content	Focus on competencies
Focus on cognitive development	Integrates pertinent and contemporary issues and service-learning, connecting the classroom to real-life
Emphasises schooling with focus on summative assessment and competition for grades	Emphasis on education and strikes a balance between formative & summative assessment and excellence
Rigid and prescriptive curriculum with limited flexibility	Flexible curriculum with opportunities for specialisation pathways
Emphasis on teaching where the teacher is the main source of knowledge	Emphasis on learning, where the teacher is a facilitator and learners construct their own knowledge
Little parental engagement	More parental empowerment and engagement

Organisation of Basic Education

Early Years Education

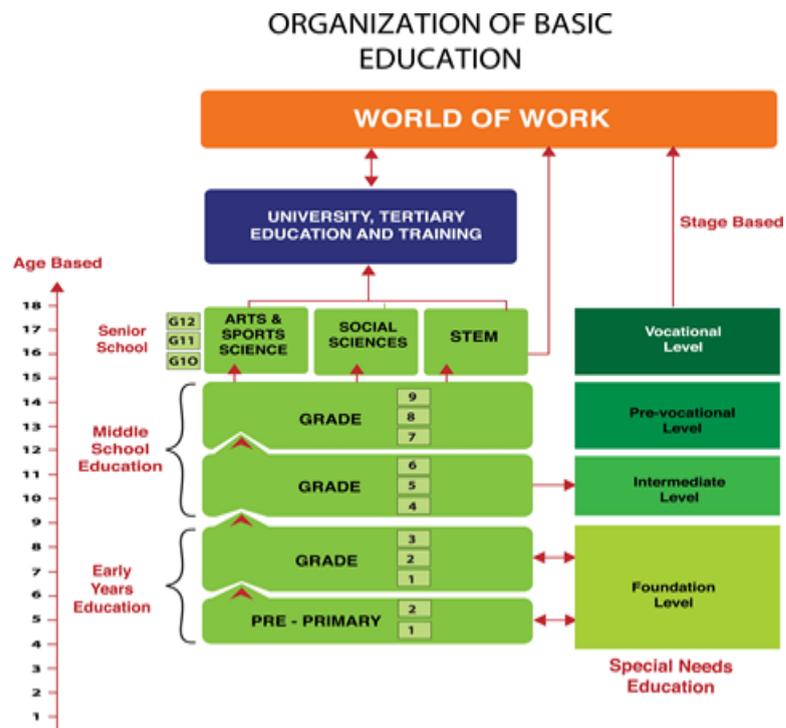
The Early Years Education Level comprises two years of pre-primary and three years of lower primary school education for the regular curriculum and the foundation level for the stage based curriculum for learners with special needs.

Middle School Education

This level comprises three years of upper primary and three years of junior secondary education. The corresponding levels for the stage-based curriculum for learners with special needs are the intermediate and pre-vocational levels.

Senior School

This level comprises three years learners pursue under a given pathway for the regular curriculum. There is a vocational level for learners with special needs.



The Basic Education Curriculum Framework (BECF) was developed to actualize the curriculum reforms. Its purpose is to provide a comprehensive conceptualization of the reforms in basic education, which comprises pre-primary education, primary education, secondary education, as well as in Special Needs Education (SNE). The Framework outlines the vision and mission for the curriculum reforms, the pillars of the reforms, the organisation of basic education, core competencies to be achieved in basic education, curriculum approaches adopted in the framework, general learning outcomes, necessary policies that facilitate implementation of the curriculum reforms, appropriate pedagogical practises, proposed formative and summative assessment approaches, teaching and learning resources, and other critical issues that will contribute to the success of the reforms.

National Goals of Education

The Basic Education Curriculum Framework is anchored on the National Goals of Education. The national goals of education are statements that describe the aspirations of a country and societal needs that can be met through education. Kenya has eight (8) national goals of education. These are:

1. Foster nationalism, patriotism, and promote national unity

Kenya's people belong to different communities, races and religions and should be able to live and interact as one people. Education should enable the learner to acquire a sense of nationhood and patriotism. It should also promote peace and harmonious co-existence.

2. Promote social, economic, technological and industrial needs for national development

Education should prepare the learner to play an effective and productive role in the nation.

a) Social Needs

Education should instil social and adaptive skills in the learner for effective participation in the family, community, national, regional and international development.

b) Economic Needs

Education should prepare a learner with requisite competencies that support a modern and independent growing economy. This should translate into high standards of living for every individual.

c) Technological and Industrial Needs

Education should develop in the learner necessary competencies for technological and industrial development for the nation in tandem with global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the learner to develop to the fullest potential. This includes development of one's interests, talents and character for positive contribution to society.

4. Promote sound moral and religious values

Education should promote acquisition of national values as enshrined in the Constitution of Kenya. It should be geared towards developing a self-disciplined and ethical citizen with sound moral and religious values.

5. Promote social equity and responsibility

Education should promote social equity and responsibility. It should provide inclusive and equitable access to quality and differentiated learning opportunities; including for learners with special educational needs and disabilities. Education should also provide the learner with opportunities to develop and practise shared responsibility and accountability through community service learning.

6. Promote respect for and development of Kenya's rich and varied cultures

Education should instil in the learner appreciation of Kenya's rich and diverse cultural heritage. The learner should value their own culture while at the same time respect other people's cultures. In this way, the learner will embrace positive cultural practices in a dynamic society.

7. Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the interdependent network of diverse peoples and nations. Education should empower the learner to respect, appreciate and participate in the opportunities within the international community. Education should also enable the learner to operate within the international community with full knowledge of the obligations, responsibilities, rights and benefits that this membership entails.

8. Promote positive attitudes towards good health and environmental protection

Education should inculcate in the learner the value of physical and psycho-social well-being for self and others. It should promote environmental preservation and conservation, including animal welfare, for sustainable development.

Mission, Vision, and the Pillars of BECF

Curriculum Reforms Vision

The vision of the basic education curriculum reforms is to enable every Kenyan to become an engaged, empowered and ethical citizen. This will be achieved by providing every learner with world class standards in skills and knowledge that they deserve, and need in order to thrive in the 21st century. This shall be accomplished through provision of excellent teaching, excellent school environments, resources and a sustainable visionary curriculum that facilitates every learner to become a useful member of society.

Curriculum Reforms Mission

The mission of the basic education curriculum reforms is nurturing every learner’s potential. This involves identifying the potential that every learner brings to school, and nurturing this potential through the learning pathways and tracks that will be provided at Senior School.

Pillars of BECF

BECF is anchored on three pillars namely; Value based education, Guiding Principles and Theoretical Approaches.

VALUES	GUIDING PRINCIPLES	THEORETICAL APPROACHES
<ul style="list-style-type: none">● Love● Responsibility● Respect● Unity● Peace● Patriotism● Social Justice● Integrity	<ul style="list-style-type: none">● Opportunity● Excellence● Diversity & Inclusion● Parental Empowerment and Engagement● Community Service Learning● Differentiated Curriculum & Learning	<ul style="list-style-type: none">● The Instructional Design Theory● Vygotsky’s Social-Cultural Theory● Gardner’s Multiple Intelligences Theory● Piaget’s Theory of Cognitive Development

VALUES are standards that guide people on how to respond or behave in each situation. They influence how someone feels, acts and makes choices in life. The overall goal of values-based education is ‘To nurture values in learners to become empowered, engaged and ethical citizens for positive and holistic transformation of society’. The responsibility for nurturing values rests with parents, school and the community. The teacher has an important role to play in nurturing values through teaching. This can be achieved by integrating values in the curriculum through infusion, selection of learning environment and suggested learning experiences, and also through guidance and counselling programmes.

Core Values

According to the Competency-Based Curriculum there are eight core values to be nurtured in the learner namely:

LOVE is generally defined as strong feelings and expressions of affection towards a person or a thing. Love enables the learner to possess and exhibit virtues such as compassion, self-sacrifice, generosity, selflessness and empathy.

RESPONSIBILITY refers to recognition of one's role and function. Responsibility involves caring for personal property, engaging in assigned roles and duties at home, school and in the wider community. A responsible person exhibits qualities such as accountability, hard work, resilience, diligence, self-drive, persistence, determination, excellence and always doing their best.

RESPECT is having positive regard towards self, others and property without bias. This value is nurtured through humility, patience, acceptance, open-mindedness, etiquette and delayed gratification.

UNITY is the ability to live together harmoniously regardless of social, cultural, racial, religious, economic and political differences. This value can be nurtured through cooperation, respect, equity, equality, non-discrimination, fairness, inclusion and responsibility.

PEACE is a state of tranquillity and harmony with oneself and among people. One can model peace by creating an atmosphere of love, respect, tolerance, justice and solidarity. Peace enhances virtues such as compassion, care, responsibility, love and empathy.

PATRIOTISM refers to loyalty, love and devotion to one's country or nation. Patriotism calls for readiness to defend one's country, obey its laws, respect fellow citizens and speak well of it.

SOCIAL JUSTICE refers to fair treatment of each other and promotion of equity. Social justice promotes other virtues such as human dignity, equity, solidarity and elimination of inequalities.

INTEGRITY refers to the ability of a person to demonstrate acceptable behaviour. A person of integrity exhibits commitment, courage, honesty and ethical conduct. Thus, integrity is wholeness of character, uprightness of one's actions, speech and their totality of life.

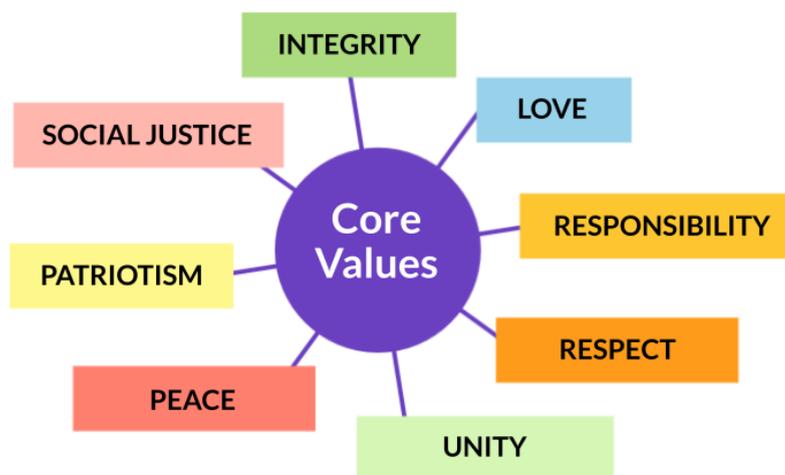


Diagram of the eight (8) Core Values of the CBC

These core values have been mainstreamed in specific learning areas and developed through the suggested learning experiences. The teacher is encouraged to make a conscious and deliberate effort to bring out the values through the learning experiences in every lesson.

Guiding Principles

The Competency Based Curriculum is based on the following guiding principles:

OPPORTUNITY: The curriculum provides learners with a variety of opportunities to identify their needs, talents and potential, which enables them to participate in the world of work and the development of the nation. This ensures equal access to education for all, which reduces the number of learners dropping out of school because the curriculum is not relevant to their needs.

EXCELLENCE: Learners are nurtured to excel in their areas of greatest interest and ability. The emphasis is on excellence and competitiveness rather than competition for examination grades, thereby reducing the challenge of malpractice in examinations because learners are guided to excel in their areas of interest and ability.

DIVERSITY AND INCLUSION: given in two dimensions; first, the Framework guides learners to appreciate Kenya's diversity in terms of race, ethnicity, gender, language, culture, and religion. The second dimension relates to the fact that learners are different in terms of their learning needs and abilities and these differences need to be respected and valued within an inclusive learning environment. The teacher is expected to employ varied learning experiences to cater for the different learning styles among learners.

PARENTAL EMPOWERMENT AND ENGAGEMENT: Recognizes the role parents play in determining the success of a child's education. The Framework provides opportunities for schools to empower parents to contribute to the learning outcomes for their children and to be engaged at all tiers and levels of basic education.

DIFFERENTIATE CURRICULUM AND LEARNING: Differentiated curriculum and learning builds on the principle of diversity and inclusion. It ensures that the curriculum content and instructional approaches are appropriate for each learner. This is based on the fact that students differ in their learning styles, needs and interests, strengths and abilities, and learning pace. It provides space for teachers to adapt the curriculum to suit the learner.

COMMUNITY SERVICE LEARNING: Community service learning entails a balanced emphasis on both students' learning and addressing real needs in the community. It provides learning experiences where learners are given opportunities to apply the acquired knowledge and skills to solve an identified problem within the community while at the same time improving their own learning outcomes. For example, learners may identify struggling readers in their family or neighbourhood and set out to teach them how to read.

→ **Appendix B (pages 77-78) shares ideas related to community service learning.**

→ **Appendix C (pages 79-81) offers further discussion on guiding principles, including equity and inclusion.**

Core Competencies

Sessional Paper No. 2 of 2019 on 'Reforming Education and Training in Kenya' recommended a reformed curriculum that adopts a competency-based approach. This was also recommended by the EAC Curriculum Harmonisation Structures and Framework. Kenya adopted seven Core Competencies that will enable the learner to acquire the 21st Century skills. They include:

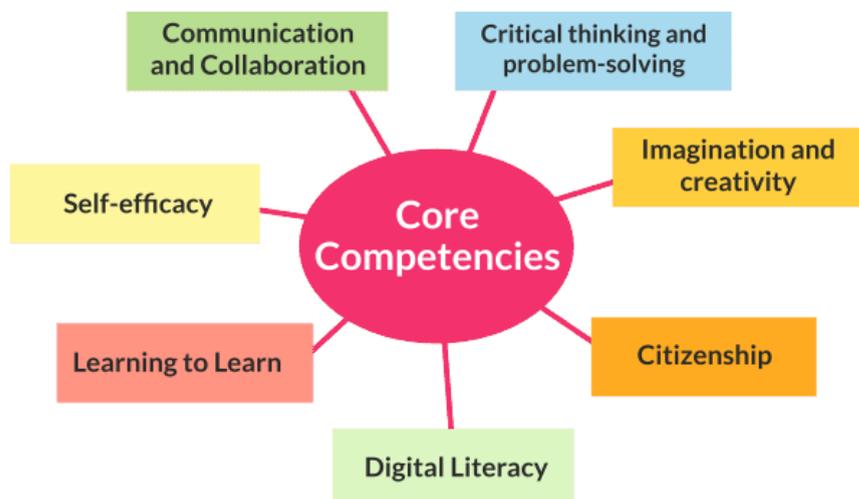


Diagram of the seven (7) Core Competencies of the CBC

Aligned with skills and competencies identified in many existing SEL frameworks, including CASEL's framework referenced earlier, there are seven (7) Core Competencies to be achieved by every learner through the CBC in Basic Education, namely:

1. Communication and Collaboration

Communication is the act of transferring information from one place, person or group to another. Involves an individual responding to sensory stimuli appropriately and is able to express self verbally and non-verbally in varied contexts. *Collaboration* is the process of two or more people working together to realise a shared goal. Involves an individual interacting with peers and significant others in solving intra and interpersonal problems within the immediate environment.

2. Critical Thinking and Problem Solving

Critical thinking is the ability to think clearly and rationally about what to do or what to believe. Critical thinking also facilitates exploring new ways of doing things and learner independent thinking. Problem solving is the ability to identify and describe problems, cope with complexities, reason, argue, as well as make sound decisions.

3. Imagination and Creativity

Imagination is the act or power of forming a mental image of something not present to the senses or never before wholly perceived in reality. *Creativity* is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. In educational terms, creativity and imagination refer to the ability of learners and their teachers to form images and ideas in their minds, and turn them into real, visible creations.

4. Citizenship

Citizenship is the relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to his/her protection. It entails one being vested with the rights, privileges, and duties of a citizen.

5. Digital Literacy

Digital literacy can be described as having the knowledge, skills and behaviours necessary to effectively and safely use a wide range of digital content and devices. It also focuses on an individual's ability to find, evaluate, and compose clear information through writing and other mediums on various digital platforms. It also involves an individual using technology safely and legally for enjoyment, entertainment and socialisation to enhance learning.

6. Learning to Learn

Learning to learn is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. Learning is a continuous process that begins at birth and continues until death.

7. Self-efficacy

Self-efficacy refers to an individual's confidence in their ability to complete a task or achieve a goal. According to psychologist Albert Bandura, the first proponent of the concept, self-efficacy, is the product of past experience, observation, persuasion, and emotion. Learners with high assurance in their capabilities approach difficult tasks as challenges to be mastered, rather than as threats to be avoided.

The teacher is expected to use suitable learning experiences to develop these core competencies. CBC recommends that core competencies be developed across the curriculum and through co-curricular activities as outlined below.

Suggested Learning Experiences

Learning refers to a relative permanent change of behaviour as a result of interactions with the environment. Learning experiences refer to activities the learner is exposed to, so as to develop desired knowledge, skills, values and attitudes. The learning experiences could be:

- I. Formal: Experiences the learner is engaged in during the lesson.
- II. Non-formal: These are structured activities taking place in or outside the school to reinforce what is learnt during the lesson.
- III. Informal: Learning experiences which entail general school and home social interactions.

In the Competency Based Curriculum, the learner is expected to acquire knowledge, and develop desired skills, values and attitudes through appropriate learning experiences.

Key Inquiry Question(s)

These are questions that the teacher poses and models to help the learner focus on the subject matter. The foundation of the key inquiry questions is Inquiry-Based Learning. They are used to probe for deeper meaning and set the stage for further questioning. They also foster development of higher order capabilities such as problem solving, creative and critical thinking among others.

Core Competencies

The teacher is expected to use suitable learning experiences to develop the seven core competencies outlined in the Basic Education Curriculum Framework. The curriculum design suggests that core competencies be developed in every sub strand.

Pertinent and Contemporary Issues (PCIs)

Pertinent and Contemporary Issues (PCIs) are issues that affect people in their everyday life. PCIs have been mainstreamed in the curriculum designs in all the learning areas. The teacher is expected to make deliberate effort to bring out PCIs during the learning experiences through formal, non-formal and informal dimensions of learning. In the process learners will be given an opportunity to develop and apply both cognitive and psychosocial competencies that enable them to deal with realities and challenges of everyday life.

Values

It is envisaged that nurturing of values will enhance achievement of the curriculum reforms' vision of moulding ethical citizens. There are eight core values identified in the Basic Education Curriculum Framework. These values have been mainstreamed in specific learning areas and developed through the suggested learning experiences. The teacher should make deliberate effort to bring out the values through the learning experiences in every lesson.

Link to other Learning Areas

This implies the transfer of knowledge, skills and attitudes from one learning area to another. The linkages give learners a holistic perception of learning by allowing them to see inter-relationships in different learning areas.

Community Service Learning

Community Service Learning (CSL) is experiential learning which reinforces what is learnt in the school. It is through community service learning experiences that learners are given opportunities to apply the acquired knowledge, skills, attitudes and values to solve an identified problem within the community, thus improving their own learning outcomes.

Non Formal Learning Activities

Non-Formal learning experiences are organised, structured and systematic learning activities, which support acquisition and application of knowledge, skills, attitudes and values as envisaged in the Competency Based Curriculum. Some of the non-formal activities may include: singing, dancing, reciting poems, clubs and societies' activities, cultural festivals, music and drama festivals, science fairs, games and debates.

Learning Resources

Learning resources are materials used to facilitate the achievement of expected learning outcomes. Such materials include textbooks, ICTs, realia, models and the immediate environment. Resource persons may also be used to share their experiences and expertise to reinforce various concepts and skills. Use of learning resources is crucial in stimulating learning as well as enhancing acquisition and application of knowledge, skills, attitudes and values. Learning resources prompt the learners' reasoning and facilitate the development of the core competencies.

By attending to the CBC's core competencies, values, and guiding principles in all learning spaces, be they curricular or co-curricular, teachers across Kenya can support achievement of Kenya's national education goals and ensure equitable and inclusive access to quality holistic learning for all.

Take a moment to pause and answer the following questions about what you have just learned. Feel free to write in a journal or discuss with a colleague. If you are part of a Teacher Learning Circle or professional community, discuss with your cohort members and facilitators.



1. What are the limitations of the 8-4-4 education system introduced in Kenya in 1985?
2. What differences exist between the 8-4-4 and the 2-6-6-3 systems of education? What does the latter system aim to achieve?
3. Explain the three pillars of the Basic Education Curriculum Framework.
4. What are the Core Competencies and Core Values outlined by the Kenya Institute of Curriculum Development?
5. How are Pertinent and Contemporary Issues defined? Why is it important to include these in instruction when possible?
6. What connections can you see between Kenya's Competency Based Curriculum, the Kenyan Core Values, Pertinent and Contemporary Issues education, and Social and Emotional Learning (SEL)?

Holistic Learning Activity #4: Shifting Focus to Refresh and Recenter

Before moving forward to the implementation and evaluation sections of this handbook, take a few minutes to shift your focus and, thus, refresh your mind (and body). Complete these two activities to increase your energy and recenter yourself as a holistic learner!

1) Movement Break.

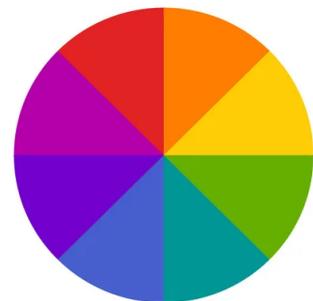
- Stand up (or sit up straight and on the edge of your chair, if possible).
- Shake your arms and hands.
- Shake each leg, one by one.
- Roll your shoulders up and back.
- Roll your shoulders up and forward.
- Look left and, then, look right.
- Roll your neck from side to side, and then in small circles.
- Stretch up and back.
- Bend forward and touch your knees or toes.
- Shake out everything (your whole body) once more.
- Return to your seat (or relax if seated).



How do you feel now?

2) Colour Wheel Relaxation.

- Close your eyes and relax. Breathe slowly as you count to 10.
- Now look around you for something red. Take a close look at that object; count to 10.
- Next, look around you for something orange. Enjoy looking at that orange thing for 10 seconds.
- Now find something yellow. Again, let your eyes rest on this object for 10 counts.
- Next, identify something green in your surroundings. Rest your eyes on this object for 10 seconds.
- Look, now, for something blue. Count to 10 as you enjoy this blue item.
- Finally, fix your eyes on something purple (or pink). Count to 10.
- Close your eyes and relax. Breathe slowly as you count to 10.



Which colour and/or object made you feel best today? Why? How do you feel now?

Implementation of CBC and SEL for Holistic Learning

In the previous sections of this handbook, focused respectively on SEL and on CBC, some teaching strategies were shared to help you begin thinking about how best to integrate SEL and CBC into your pedagogy. In this section, additional ideas will be shared that will help you to create a holistic approach to teaching and learning in your classroom. In this section of the handbook, you will also find a discussion of key professional documents and a sample of holistic learning lesson plans that illustrate ways to integrate SEL and implement CBC.

As you review this material, think about the ways your current pedagogy already aligns with the CBC and integrates SEL to achieve holistic learning. Consider, also, how you can adjust your current approach to teaching and learning to more fully implement the CBC and incorporate SEL to promote both academic achievement and wellbeing among your students.

Teaching Strategies

Implementing CBC & SEL through Problematic Situations Teaching Strategy

From a young age, children tend to pose questions or queries that focus on the “how” or “what” of things. In tapping with natural curiosity, it is the best way to prepare learners for reading material with problems and solutions. According to Vacca & Vacca (1999), problem situation is a teaching strategy that presents learners with a circumstance that is subsequently explained in a reading selection. Before learners read a selected passage, they will first brainstorm possible solutions to, or results of, the problematic situation.

This process of learning activates what learners may already know about the situation and helps them focus on key elements of the text as they read.

Problem situations also increase motivation for reading, as students will consult texts to find out more about potential solutions.

More information on the Problematic Situation strategy and the steps to follow can be found here at <http://www.readingeducator.com/strategies/problem.htm>.

How to use this strategy – The Steps:

Problem situation can be used to prepare learners for any reading material that deals with a problem and solution relationship using the following steps:

Step 1: Identify a reading assignment and develop a problematic situation.

Examine a reading or text and develop a problematic situation for learners to consider. Provide learners with enough relevant information about the situation so that they are able to identify key ideas in the passage as they read. The context of the problem should be clearly defined.

The following is an example of a problematic situation created from a short story from *The Most Dangerous Adventure*:

A man is trapped on a small privately owned island covered with jungle vegetation. He has 2 hours to escape before he is captured by the owner of the island. The owner is brutal and armed, but the man has only a knife. The island owner is pursuing the man with trained hunting dogs. What can this man do to try to save himself?

Step 2: Pose the problem situation to the learners working in small groups.

Have the learners generate possible results or solutions. Have each group record their responses as they discuss. Have them discuss each response and explain why each is appropriate or would be successful. For example, learners read a passage on nutrition and how different nutrients affect the body and a teacher gives the following problematic situation:

You are an Athletic Coach for a national Olympic team. Two athletes come to you for advice about what foods they should be eating to stay in the best performing condition. One athlete is an 82 Kg sprinter and the other is a 124 Kg heavyweight wrestler. What suggestions would you give each athlete?

Possible learners' actions

- a) Learners might list foods for the sprinter: steak, potatoes, vegetables, milk. Their reasoning might be that the sprinter needs to be strong but also fast, and will burn up a lot of energy on the field.
- b) For the wrestler, the learners might realise that due to overeating he or she may drop out of the competition. The wrestler has to watch his or her weight. The learners might suggest that the wrestler eat more vegetables and fruits and avoid fatty food such as chips.

Step 3: Have each group decide the most promising solution. As part of the discussions, have groups develop justifications or rationale for their decision(s). For example, when learners are discussing possible solutions to the *Most Dangerous Adventure* problematic situation, they may consider various attacks as well as setting up a number of traps as most likely choices for the trapped man. Have the groups present their solutions to the entire class for discussion.

Step 4: Have learners test their solution by reading the text further. Ask learners to add to or modify solutions as they gain more information from the text. For example, learners reading the selected text about nutrition may realise that the 124 Kg wrestler could also eat meat as part of his or her diet while watching how many carbohydrates he or she consumes. Learners reading the *Most Dangerous Adventure* may discover that the hunted man unsuccessfully tries some of his ideas as he struggles to outwit his enemies.

Step 5: The teacher will have learners compare their predictions with information provided in the text. Revisit the original problematic situation and ask for additions or further comments learners may have now that they read the selected text. Open discussion to consider whether some of the learners' solutions might compete with or challenge those of the author.

Implementing CBC & SEL through Community Service Learning

Community service learning can be understood as an instructional strategy that involves learners in service experiences. There are several advantages to community service. First, the students' service experience can be directly related to curriculum learning outcomes. Second, service learning involves learners making positive contributions to individuals and the community. Service learning is a goal-setting and action-oriented process that positively affects others and directly supports social and emotional learning.

- All learners can participate in service learning.
- Service learning provides benefits to students and the community of need.
- Service learning offers learners opportunities to better understand the purpose and value of their efforts.

Goals of Community Service Learning

- Strengthening academic knowledge and skills by applying them to real problems
- Building positive relationships with a variety of people
- Getting to know people from different backgrounds
- Discovering new interests and abilities
- Setting goals and working through steps to achieve them
- Working cooperatively
- Taking on leadership roles
- Learning the value of helping and caring for others

A well-designed community service learning process could involve five (5) steps as follows:



The five (5) steps of Community Service Learning

Step 1: Identifying the Project or Issue

- With a teacher's guidance, learners determine needs to address in the school and community.
- Learners list questions they have about the issues and research the answers.
- Learners need to clearly understand why their project is significant and how it will benefit their community.
- Learners need to define desired outcomes and goals, choose projects that respond to authentic needs in the school or community, and consider how they can collaborate with parents and community partners to address these needs

Step 2: Develop Project Plan and Timeline

- Learners develop a step-by-step plan and timeline.
- Each learner needs to be responsible for part of the project.
- Encourage students to consider ways to communicate effectively with the school community, parents and the community at large.
- Consider possible challenges and roadblocks and how they might be overcome.
- Teachers need to ensure that the learning provides meaningful service and is reflective.

Step 3: Put the Plan into action

- Learners implement the project
- Ensure learners assume as much responsibility as possible.
- Community Service learning needs to occur in an environment that is safe, and allows for mistakes and successes.
- Monitor performance and safety on a regular basis.

Step 4: Review and reflect on the Service Learning Experience

- Acknowledge and celebrate the participation of everyone involved.
- Guide the process of systematic reflection, using various methods, such as role-plays, discussion and journal writing.
- Have learners describe what happened, record the contribution made, discuss thoughts and feelings, and place the experience in the larger context of the community and society.

Step 5: Showcase Mastery of Knowledge, Skills Learned and Plan for future

- To reinforce learning, learners must demonstrate mastery of skills, insights and outcomes by reporting to their peers, families and communities.
- Students could write articles or letters to local newspapers regarding local issues, or extend their experience to develop future projects in the community.

→ **Learn more about Community Service Learning and read example Community Service Learning project ideas in Appendix D (pages 80-81).**

Professional Documents

One of the requirements stipulated in Kenya's Teacher Performance Appraisal and Development (TPAD) teaching standard on Professional Knowledge and Application is for teachers to prepare and maintain professional documents. In this standard, the performance competency area is the ability to prepare professional documents and records.

Professional documents are official documents developed to make learning efficient and effective as the teacher implements the curriculum. Teachers prepare and use these documents in their day-to-day implementation and evaluation of the learning process and they include: schemes of work, lesson plans, records of work, progress records and individualised education plans (IEPs).

SCHEMES OF WORK

A scheme of work is a plan that outlines all the learning to be covered over a given period of time, usually a term or a whole school year. A scheme of work helps a teacher to:

1. plan on how learning shall be organised within the allocated time
2. think through all aspects of the learning process well in advance
3. plan on what resources will be required
4. decide on the methodology that will be used
5. plan for assessment

In CBC, a scheme of work has the following components: week, lesson, strand, substrand, specific learning outcomes, suggested learning resources, suggested assessment methods and reflection. To prepare schemes of work a teacher should know the number of lessons allocated to the learning area or subject per week.

LESSON PLANS

A lesson plan is a breakdown of the scheme of work that shows what needs to be accomplished and how effective learning will take place within the time allocated for the lesson. It also enables the teacher to contextualise the lesson activities at a glance. For successful lesson planning, a teacher should be familiar with the following components of the lesson plan:

- **Organisation of learning** - Show where learning will be taking place. It could be in the classroom, or outside the classroom during a visit to a nearby library or farm.
- **Introduction** - The lesson should be introduced in an interesting and stimulating manner to arouse curiosity in the learners. It should integrate the learners' related past experiences as much as possible, tapping into learners' prior knowledge to prepare them for additional content being introduced.
- **Lesson development** - This is the actual delivery of the lesson. The subject matter is divided into steps. Each step should contain one main idea or experience. The teacher should explicitly outline the steps learners will be involved in during the lesson to achieve the stated learning outcomes.
- **Conclusion** - This step provides learners an opportunity for further practice of the knowledge and skills learnt during the lesson. Follow up activities may include: questioning to establish whether the lesson outcomes have been achieved, allowing learners to seek clarification, giving assignments or projects for formative assessment.
- **Summary** - This step summarises the lesson by putting emphasis on important points/concepts covered. During this time a wrap up of the lesson is given to help learners organise the information into meaningful context.

- **Reflection** - This is a critical analysis of the learning. The teacher is called upon to make an honest assessment of his/her performance and that of the learners during the lesson and give reasons for the success or failure of the lesson. Suggestions/remedies should be highlighted in this section.

Lesson plans should embed aspects of CBC such as core competences, Pertinent and Contemporary Issues, values, community service learning and non-formal learning activities.

RECORD OF WORK

A record of work provides evidence of work covered by the teacher. All teachers are required to maintain proper records of all lessons taught. Record of work has the following components:

Administrative Details:

School: _____ Grade: _____ Term: _____
 Subject: _____ Strand: _____ Substrand: _____
 Name of teacher/s: _____ No. of students _____

Record of work template:

Date	Lesson	Work done	Reflection	Signature

INDIVIDUALISED EDUCATIONAL PROGRAMME (IEP)

An IEP is a written plan describing the special education and related services designed to meet the unique educational needs of an individual learner with a special need or unique circumstance requiring intervention. In the previous education system, an individualised education program (IEP) was meant for learners with a learning disability who qualify for special education. However, in CBC the programme is used to support learners who, for various reasons, lag behind in their education in all schools.

An IEP describes the current achievement level(s) of the learner, the desired outcome(s) to be attained in a specified period, and the intervention(s) that needs to be put in place to attain the desired outcome. An IEP specifies the services and interventions needed to fulfil the child's right to a free and compulsory education. It guides the educational planning and monitoring of a learner's unique learning needs. It provides an opportunity to share information between the teacher, parent/guardian, and other professionals on how to improve educational results for learners with special needs and disabilities or unique circumstances.

Name of learner	PRESENT LEVEL OF PERFORMANCE		Long term learning outcomes	Short term learning outcomes	References	Assessment methods	Related services	Teachers comments/remarks/reflection
	Strengths	Areas of need						
Lucy								
Mary								
James								

IEP template: source [KICD](#)

Sample Lesson Plans

As you explore these sample lesson plans:

1. Consider how they reflect CBC priorities, integration of core competencies and core values, key inquiry questions, and methods. What might need to be adjusted in the plans to better align with the CBC and/or to ensure equity and inclusion of all learners in the classroom?
 2. Look for integrations of social and emotional learning, either through CBC core values or core competencies and/or in alignment with the CASEL framework or other SEL tools. What would you add to these lessons to enhance their ability to provide for high quality holistic learning for every child in the class?
 3. If any of the lesson plans below overlap with the content you teach in your own practice, how can you weave them into your work? Do any of the lessons below offer an opportunity to teach a subject or topic you currently work with in a different manner? If so, explain how.
-

SAMPLE LESSON PLAN OVERVIEW

Lesson Number	Page Number	Subject	Topic	Grade, Form, or Standard	Alignment
Lesson 1	p.47	History	Nelson Mandela and Leadership	Standard 7	SEL Integrations
Lesson 2	p. 50	Christian Religious Education	Coping with Conflict	Standard 5	SEL Emphasis
Lesson 3	p. 52	English	Reading	Grade 5	CBC & SEL Alignment
Lesson 4	p. 55	Mathematics	Money	Standard 8	SEL Applications
Lesson 5	p. 57	English	Reading	Form 1	SEL focus
Lesson 6	p. 59	Hygiene & Nutrition	Safety	Grade 3	CBC & SEL alignment
Lesson 7	p. 60	Environmental Activities	Care for the Environment	Grade 1	CBC & SEL Alignment
Lesson 8	p. 61	Mathematics	Fractions	Grade 7	CBC & SEL Alignment

→ [See a sample Holistic Learning Lesson Planning Template on page 63.](#)

SAMPLE LESSON 1 (with SEL integrations)

DURATION: 45 Minutes

SUBJECT: History

TOPIC: Nelson Mandela and Leadership

OBJECTIVES

By the end of the lesson, the learner should be able to:

- 1) Describe the contributions made by Nelson Mandela in South Africa.
- 2) Understand and appreciate the social and emotional skills modelled by Nelson Mandela.

LEARNING RESOURCES

REF: [Our Lives Today Pupil's Book 7](#) by Indire et. al. (Oxford University Press)

LEARNING AIDS: Pictures of Mandela, smartphone, USB speaker, Flag of South Africa.

EXTENSION RESOURCES:

1. <https://www.theschoolrun.com/homework-help/nelson-mandela>

Question posed and answered in this resource:

- Why is it important that Nelson Mandela was the first South African president elected by all people?
 - *It is an important symbol of inclusion and justice because Mandela had fought for equal rights and opportunities for both white and black people in South Africa.*

2. <https://humanrights.ca/exhibition/mandela-struggle-for-freedom> (art exhibition inspired page)

Discussion posed in this resource:

- How should I respond to injustice?
- How can we heal after human rights have been denied?
- How does the past affect my present?
- What does the exhibition aim to teach visitors?

3. <https://www.nelsonmandela.org/content/page/a-selection-of-nelson-mandela-quotes>

Quotes from Nelson Mandela to engage students in conversation about social justice and equity

4. <https://www.lumorus.com/2021/07/19/nelson-mandela-day-social-justice-equity-inclusion/>

Questions posed and answered in this resource:

How do we define social justice?

The article defines social justice as 'both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are psychologically and physically safe and secure.'

LESSON DEVELOPMENT:

STEP 1 (3 mins)

INTRODUCTION

- Teacher asks learners oral questions on the previous lesson (*Ghana: Struggle for independence*)

Consider these resources: [Ghana Independence](#), [Kwahme Nkrumah](#), [African Independence Movements](#),

- Linking it with the day's lesson by playing via Bluetooth device "NKOSI SIKELELI AFRIKA" - National anthem of South Africa.

Consider these resources: [Lyrics](#), [Song link](#)

STEP 2 (13 mins)

- Teacher displays a portrait of Nelson Mandela to the class, and then asks learners to discuss in pairs what they know about the man in the portrait.

[National Portrait Gallery](#)

- The teacher listens to students' contributions and then orally shares Nelson Mandela's history.

Resources: [A Brief History of Nelson Mandela's Life](#), [Nelson Mandela's Biography](#)

STEP 3 (9 mins)

- 1) The teacher asks learners to discuss in groups the admirable qualities they can see in Mandela's personality. The teacher may choose to ask students to write these down as well.
- 2) Groups report out loud and the teacher rounds up the qualities and lists them in a place that is visible to all students. This portion of the lesson gives the teacher the opportunity to ask students how Mandela modelled positive qualities (or qualities of a person with well-developed social and emotional skills). Some of these qualities might be: resilience, high self esteem, courage, patience, sacrifice, peacemaker, forgiveness.
- 3) In addition to sharing the characteristics, the students should also point to an action, story or behaviour from Mandela's biography that supports the claim. For instance:
- 4) Nelson Mandela showed patience in the way he spoke. He stated that "*We should not let an illusion of urgency force us to make decisions before we are ready.*" He knew that history was not made overnight. He understood that racism and repression had been incubated over millennia, colonialism had developed over centuries, an apartheid that had been created over decades and none of it would be eradicated in a few months or even years. His whole life embodies patience as he learned how to postpone gratification to win in the long run." (Naidu, 2018)

STEP 4 (15-20 mins)

ACTIVITY

- 1) The teacher asks learners in groups to dramatise, sing, do artwork on the one or two qualities and contributions of Nelson Mandela.
- 2) Suggested instructions: (adapt yours to your particular setting): (option 1) "Act out the qualities of Nelson Mandela in a short 3 minute skit/dramatisation." (option 2) "Take one of Mandela's attributes and apply it to a novel situation that you have faced (or might face) through art/song/drama."
- 3) Groups make presentations.
- 4) The teacher guides a conversation based on the content of the presentations and engages all students in a discussion/reflection on what they saw.

STEP 5 (10 mins)

CLOSING

- Teacher leads the class in a lively rendition of 'NKOSI SIKELELI AFRIKA'

SAMPLE LESSON 2 (SEL emphasis)

CLASS: 5

DURATION: 35 Minutes

SUBJECT: Christian Religious Education

TOPIC: Coping with conflict

SUBTOPIC: Overcoming Anger

OBJECTIVES

By the end of the lesson the learner should be able to:

- 1) Explain various ways he/she can overcome anger.
- 2) Identify and demonstrate belly-breathing as a calming down technique.

LEARNING RESOURCES

REF: *Good News Bible*, KLB Primary, [CRE Pupil's Book 5](#)

LEARNING AIDS

Pictures of two people with different facial expressions

Picture 1: happy face; [photo option 1](#); [photo option 2](#); [photo option 3](#)

Picture 2: angry face; [photo option 1](#); [photo option 2](#)

LESSON DEVELOPMENT:

STEP 1 (5 mins)

Introduction

- Teacher asks learners oral questions from the previous lesson.
- Teacher asks learners what they can see in the two pictures.
- The teacher asks learners to explain what facial features show different emotions according to the pictures.
- How do they recognize what emotion the face is showing? What specific facial features reveal the emotion(s)?

STEP 2 (10 mins)

- Teacher asks a volunteer student to read the passage story from *KLB primary CRE* and Bible verse.
- Teacher guides the learners in answering questions from passage they have read.

STEP 3 (9 mins)

- The teacher asks students to identify various situations that would make them angry
- Teacher asks learners to explain how they react when people make them angry.
- Here are some supporting questions to consider (Smout, 2020):
 - What do you most wish was different?
 - What times of day/week/year/etc. are the hardest for you?
 - When do you most think about this?
 - Are there any times that you feel better about this?
 - How often are you feeling upset about it?
 - What do you wish you could change about yourself in all of this?

- What makes you feel a bit better about this?
- What's the most frustrating part of it all?
- What do you think other people don't understand about this?
- What would make this a little better?
- What is the worst thing about that?
- What else is hard about the situation?
- Do you feel more sad/hurt/angry/worried about it? What other feelings come up?

STEP 4 (5 mins)

Closing

- The teacher guides the students to learn and practice these strategies
 - Belly-breathing
 - Video model 1: <https://www.youtube.com/watch?v=RiMb2Bw4Ae8>
 - Video model 2: <https://www.youtube.com/watch?v=2PcCmxEW5WA>
 - Counting to 10; the teacher counts to 10 for all the students.
- Discussing and Memorising Ephesians 4;26: "In your anger do not sin': Do not let the sun go down while you are still angry,"

SAMPLE LESSON 3 (CBC and SEL alignment)

CLASS: 5

DURATION: 35 Minutes

SUBJECT: English

STRAND: Reading

SUBSTRAND: Intensive Reading - Oral Narrative

OBJECTIVES

By the end of the lesson the learner should be able to:

- 1) Identify characters, places and events in a story for comprehension
- 2) Predict events in a text for comprehension
- 3) Respond correctly to factual and inferential questions for comprehension
- 4) Recommend appropriate reading techniques to peers.

SEL APPLICATIONS

Learners will consider:

- 1) The power of perseverance and self-belief
- 2) The importance of encouraging others rather than putting them down
- 3) How to maintain a positive attitude even if someone is putting you down
- 4) How to apply the lessons from the story to their own lives

KEY INQUIRY QUESTION

How do we predict events in a story or poem?

LEARNING RESOURCES

Recommended course book, printouts of the story "The Hare and the Tortoise" realia, pictures, audio recording, and flashcards containing words with selected sounds. Consider using [this audiovisual version of the text](#) to increase accessibility for students who are visually impaired or who otherwise benefit from auditory or multimodal input.

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups.

LESSON DEVELOPMENT:

INTRODUCTION

Learners respond to the following question: 'How do we predict events in a story or poem?' Consider the following (Parlett, nd.)

Predict what the book will be about	Reader uses titles and cover illustrations, etc.
Predict the author's purpose	Is the author trying to convince us of something? Does the author want to teach us something? What might the author want you to notice? How do you know? etc.
Predict future events in the book	Reader bases these predictions on previous events or character words and actions.
Predict why an author included a specific text feature	What does it teach us? What information does it help clarify? Is there any other potential purpose to the detail/feature?
Predict what they will learn from the text or section within a text	Reader uses titles, headings, and subheadings to inform predictions.
Predict what would happen next if the book/text were to continue	How do your own wishes or opinions affect the prediction? How do past experiences affect your predictions about the text?

STEP 1 (5 mins)

Learners are guided to do the following in pairs

- 1) Discuss the title of the story "The Hare and the Tortoise"
- 2) Observe the picture and say what he or she can see
- 3) Say what is happening in the image

When students are shown a picture or illustration of the two animals, they can begin to make predictions and guess what the story is about. This captures their interest and keeps them actively thinking as they are guided to read the story.

- 4) Predict what will happen next



STEP 2 (5 mins)

Learners are guided to read the story "The Hare and the Tortoise" individually.

The core competency of learning to learn will be developed as the learner reads the story individually.

STEP 3 (10 mins)

Learner role plays the following conversation between the Hare and the Tortoise with peers.

"Do you ever get anywhere?" he asked with a mocking laugh.

"Yes," replied the Tortoise, "and I get there sooner than you think. I'll run you a race and prove it."

From the "action" of the Hare, learners discuss in pairs what they have learned.

STEP 4 (7 mins)

Learners answer questions based on the story in groups.

- 1) What did the Hare do to make the Tortoise feel bad?

- 2) Would you like to be the Hare or the Tortoise? Why?
- 3) What would have happened if Hare had not taken a nap?
- 4) What do you think Hare felt when all the animals shouted, "Tortoise has won the race!"

The core competency of critical thinking and problem solving will be developed as students perform the activities in step 4

STEP 5: Inference (3 mins)

Learner infers the meaning of the words: **lay down, swift, overtake** as used in the passage and search for a proverb which means the same as "**The race is not to the swift,**" from the internet in pairs.

CONCLUSION (5 mins)

Learner writes down the lesson learned from the story: 'The Hare and the Tortoise.'

Some of the lessons could include:

- The Hare was mean to the Tortoise by trying to put him down. The Tortoise did not show negative emotions, instead he dared him to a race. This shows the Tortoise had set a goal that made him feel empowered and capable, and this kept him focused on the race.
- The Tortoise kept a positive attitude and did not let the Hare's verbal abuse affect his/her goal of winning the race. The Tortoise ran and won the race.
- The Hare mocked the Tortoise because he wanted to hurt him. This would have enabled the Hare to feel strong and powerful. However the Tortoise did not give him the satisfaction of seeing him hurt, and therefore the Hare stopped bullying when he realised his actions were not bringing out the desired reaction.
- The Hare lost focus, took a nap and this costed him a race

Reflection on the lesson:

The learner is able to infer the meaning of words, write down the lesson learnt from the story. However, the learner finds it difficult to give an example of a proverb that means the same as: "The race is not to the swift".

EXTENDED ACTIVITIES:

- 1) The learner could retell the story "The Hare and the Tortoise" to parents, siblings or peers, discuss the lesson learned, and display the moral lesson(s) in a chart.
- 2) Draw pictures, diagrams or posters of the animals shouting, "Tortoise has won the race!"
- 3) Engage students in a conversation about how they would feel if they were in the position of either the Tortoise or the Hare.

This enhances the core competencies of imagination and creativity

When students perform this activity, they will be guided to reflect on the actions of the Tortoise, of keeping a positive attitude that did not let the Hare's (bully's) verbal abuse affect his/her set goal of winning the race. The Tortoise ran and won the race. This will help students to appreciate and develop positive self-esteem, learn how to manage their emotions, set and achieve goals and show empathy for others.

SAMPLE LESSON 4 (with SEL applications)

CLASS: 8

DURATION: 35 Minutes

SUBJECT: Mathematics

TOPIC: Money

SUBTOPIC: Discount and Percentage Discount

OBJECTIVES

By the end of the lesson the learner should be able to:

- 1) Explain a discount
- 2) Work out a discount
- 3) Work out a percentage discount

LEARNING RESOURCES/REFERENCES:

[Primary Mathematics, Standard 8 by Jomo Kenyatta Foundation](#) page 140-141.

LEARNING AIDS:

Chart on discount, different denominations of money, two students, a shirt

LESSON DEVELOPMENT:

INTRODUCTION (5 mins)

The teacher introduces the lesson by asking learners if they have bought anything from the shop before and the learners took part in explaining what they bought. The teacher further calls on two students to briefly explain how to bargain a price on items.

TEACHER'S ACTIVITIES

LEARNING ACTIVITIES

Step 1 (5 mins)

The teacher asks learners to explain discounts based on the illustrations.

The teacher leads the discussion on the formulae of finding discount and percentage discount, with examples.

The students observe and later take part in the discussion.

The students take notes of the formulae in their exercise books.

Step 2 (8 mins)

The teacher calls on the learners to volunteer to work out some problems on the chalkboard.

The teacher further narrates on how to find the percentage discount.

The students volunteer and work out the tasks from the chalkboard.

The students observe and take part in the learning process.

Step 3 (10 mins)

The teacher groups the learners in groups of ten and gives them problems to work on; discount and percentage discount.

Gives tasks to the group and asks learners to work out the problems, assisting each other solve the problems.

The teacher gives individual work and goes around checking who is struggling and marking.

The students break into their groups and take part in the discussion.

Forms groups and work on the problem collectively (interactively), asking for assistance where necessary.

Keep on trying to work out the problems.

The learners do the assignments in their exercise books.

Conclusion (5 mins)

The teacher does the correction on the chalkboard.

The teacher issues "exit tickets" to students to write what they feel about the topic.

The students do the correction in their exercise books.

The students write what they feel about the topic as they leave the class.

APPLICATION TO SEL / EXTENSION:

Ask students:

- 1) What did you learn working in groups to find the percentage discounts?
 - Were you able to communicate effectively?
 - What successes or challenges did you encounter?
 - What strategies did you use?
 - Did you become frustrated? If so, what did you do to work around your feelings?
- 2) What is another example of a real life situation in which you can use mathematics to work out a discount?
- 3) Can you think of some steps you would take to manage your feelings if you are not successful on the first try? Alternatively, who could you ask for help? What is the appropriate way to ask for help?

REFLECTION:

Additionally, teachers may find it helpful to assign students a similar problem to work on at home. In addition to solving the problem, students will need to keep a brief log of the steps they took to solve it. Upon returning to class, students will share with the teacher and their peers how they solved the problem.

SAMPLE LESSON 5 (SEL focus)

DURATION: 40 Minutes

SUBJECT: English

STRAND: Reading Comprehension

SUBSTRAND: A Good Leader

OBJECTIVES

By the end of this section, the learners should be able to:

- 1) Describe the qualities of good leadership
- 2) Read the passage and answer comprehension questions correctly.
- 3) Learn and use new vocabulary

KEY INQUIRY QUESTION

What are the qualities of a strong leader? How do you identify them?

POSSIBLE GUIDING QUESTIONS

- 1) What are the qualities of a strong leader?
- 2) How do you identify which people you admire or follow?
- 3) How does self-awareness help build awareness of others?
- 4) What skills can leaders master by being more aware of their emotions?
- 5) How do leaders effectively mentor others?

LEARNING RESOURCES

- 1) Picture in *Excelling in English* students' Book 1 page 140.
- 2) Resource person to talk about leadership (if possible).
- 3) You might also consider sharing one or more of the following videos with your class:
 - ["No One is an Expert in Leadership"](#)
 - ["What it takes to be a great leader"](#)
 - ["Great Leadership Comes Down to Only Two Rules"](#)
- a) Video extension questions:
 - i. According to the speakers, how does one cultivate leadership skills?
 - ii. Which points made by the speakers stood out the most to you? Why?
 - iii. Do you agree with the points made by the speakers? Explain why or why not?

If you do not have access to the textbook required for this lesson, you may choose to adopt the learning to a different digital resource focused on leadership. [Some suggestions are provided here.](#)

REFERENCES

- 1) Student's book form One (*Excelling in English*) pp 139-141
- 2) Teacher's guide 1 (*Excelling in English*) 120-124
- 3) A good English dictionary
- 4) Thesaurus

LESSON DEVELOPMENT:

INTRODUCTION

PRE-READING ACTIVITY (5 mins)

The teacher asks learners to talk about the virtues and vices identified earlier in oral narratives characters' traits. Learners try to remember and mention orally the virtues and vices studied in oral literature. Teacher asks learners to tell others their favourite leader and what they admire in him/her. Learners tell their class their favourite leader and the qualities they like in them.

The teacher may choose to write these qualities in a place that is visible for the class.

STEP 1 (5 mins)

The teacher asks learners to read the passage "A good leader" silently.

STEP 2 Reading the passage aloud (5 mins)

The teacher reads the passage and then invites some volunteers to read. The teacher records some instances of mispronunciation to be fixed after reading. Learners read the passage and repeat the correct pronunciation.

STEP 3 Comprehension questions (15 mins)

The teacher reads out the questions one by one at the pace imposed by the learners' responsiveness. Allow short discussions where such an opportunity occurs. Learners volunteer answers to comprehension questions.

STEP 4 Vocabulary (5 mins)

The teacher guides learners in finding out meanings of words as used in the passage using inference, context and discussion before using the dictionary when needed. Learners use the inference and discussion to guess words' meanings before using dictionaries.

STEP 5 Note-taking (5 mins)

Ask learners to make notes on the qualities of a good leader as portrayed in the passage. The teacher helps them use the hints given on notes making. Learners write notes on leadership as highlighted in the passage).

FURTHER ACTIVITY

Lead level and effects on children. Then ask them to write the composition individually.

SELF-EVALUATION

The teacher records personal assessment of the lesson and makes comments on its effectiveness for eventual remedial work.

SAMPLE LESSON 6 (SEL & CBC Alignment)

GRADE: 3

SUBJECT: Hygiene & Nutrition

STRAND: Safety Education

SUBSTRAND: Common Accidents and Basic First Aid

LEARNING OUTCOMES

By the end of this section, the learners should be able to:

- 1) Identify causes of common accidents at school.
- 2) Name objects that can cause accidents Learn and use new vocabulary
- 3) Appreciate the need of clean environment

KEY INQUIRY QUESTION

What are common causes of accidents in school?

LEARNING RESOURCES

Sharp objects, windows, broken glasses, floor, pavement

ORGANISATION OF LEARNING

In groups, make presentations and work individually

INTRODUCTION

Review previous lesson on common accidents at school.

STEP 1

Teacher to discuss with the learners what causes common accidents at school. Ask them if they have ever had an accident at school (core competence of communication and collaboration is enhanced).

STEP 2

Teacher to guide learners in their various groups to discuss objects that can cause common accidents at school (PCI of health education is enhanced as learners discuss objects that can cause accidents at school).

STEP 3

Listen to presentations of each group (The value of respect is enhanced as learners respect each others' opinions).

STEP 4

Teacher to guide learners to display the objects that can cause common accidents at school. Talk about each object and the accident(s) they can cause (Core competence of learning to learn is enhanced).

STEP 5

Teacher to guide learners to draw the objects in their exercise books and name them (core competence of creativity and imagination is enhanced as they draw the objects in their exercise books).

CONCLUSION

EXTENDED LEARNING - With the help of their parents, learners can come up with a list of things that can cause accidents at home.

REFLECTION OF THE LESSON - Learners were able to mention causes of accidents at school.

SAMPLE LESSON 7 (SEL & CBC Alignment)

GRADE: 1

SUBJECT: Environmental activities

STRAND: Care for the environment

SUBSTRAND: Caring for plants - watering flower beds

LEARNING OUTCOMES:

By the end of this section, the learners should be able to:

- 1) Point out when flower beds should be watered at school.
- 2) Water flower beds appropriately within the school environment.
- 3) Demonstrate willingness to take responsibility in watering flowers at school.

KEY INQUIRY QUESTION: Why should we water flower beds?

LEARNING RESOURCES: Watering can, sprinkler, hose, pipe, improvised watering can, bucket

ORGANISATION OF LEARNING:

Learning will take place outside the classroom. Learners will work in groups.

INTRODUCTION

Learners are guided to watch and sing along to "[the Garden song](#)" in a video clip. This helps a learner to develop interest and curiosity in the lesson.

STEP 1

Learners are guided to discuss the key inquiry question in groups and give their responses.

** The core competence of collaboration and communication is developed as learners discuss the key inquiry question in groups and share their responses.

STEP 2

Learner is guided to watch and listen to a video clip on watering flowers.

STEP 3

Learners participate in a demonstration on how to water flowers.

STEP 4

Learner practices watering flower beds in a group, as he/she records videos. The core competence of digital literacy is developed as the learners record and watch videos on watering flower beds. The pertinent and contemporary issue on safety is enhanced as learners use watering equipment. The value of unity is nurtured as learners work together harmoniously. The value of responsibility is nurtured as the learner cares for the flower beds and the watering equipment.

Suggested Community Service Learning activities:

A learner is guided to find out names of plants from parents or guardians.

CONCLUSION - The learner is guided to write the following summary statement in their notebook.

- 1) Some of the plants in our surroundings are flowers.
- 2) Flowers need water to grow.
- 3) We can take care of plants by watering the flowers.

REFLECTION OF THE LESSON - Majority of learners were able to water flower beds and record videos, however a few needed assistance.

SAMPLE LESSON 8 (SEL & CBC Alignment)

GRADE: 7

SUBJECT: Mathematics

STRAND: Numbers

SUBSTRAND: Fractions

LEARNING OUTCOMES:

By the end of this section, the learners should be able to:

- 1) Identify different types of fractions in different situations
- 2) Arrange fractions in increasing or decreasing order
- 3) Arrange fractions in different situations

KEY INQUIRY QUESTION(S)

- 1) How do we compare fractions in daily life activities?

LEARNING RESOURCES

Plain paper, pencils, scissors, rulers, manila papers, reference books, internet, computers, smartphone, Geo-gebra

ORGANISATION OF LEARNING

The lesson will be held in the classroom and learners will work in groups.

INTRODUCTION

Learners are placed in groups and provided with A4 papers and asked to draw a circle of radius 4cm and cut it out. Learners are guided to fold the circle cut-out into equal parts of their choice.

VALUES

The core values of responsibility and love are modelled as learners ensure safety as they cut the papers.

The core value of responsibility will be inculcated as learners observe safety precautions while using cutting tools to cut out their circles.

LESSON DEVELOPMENT

STEP 1

Learner is guided to shade one of the parts.

STEP 2

Learner names the fraction represented by the shaded part.

STEP 3

Learner arranges the fractions in ascending or descending order and explain arrangement.

STEP 4

Learners watch a clip demonstrating comparison of fractions using a digital resource and respond to a digital quiz (www.geogebra.org/m/qwjhd8kx).

Digital literacy is developed as the learner carries out the digital activity in Geo-gebra.

CONCLUSION

The learner is guided to highlight the key points of the lesson involving comparing of fractions

EXTENDED ACTIVITIES

Learners work in groups to identify how the knowledge of comparing fractions is used in their homes.

CORE COMPETENCIES

- The core-competence of critical thinking and problem solving skills are developed as the learner *determines how to fold the papers into equal parts and explains their arrangements with reasons.*
- The core competence of communication and collaboration is developed as learners discuss their ideas.

VALUES

- The core value of unity is nurtured as learners work together harmoniously.
- The core value of respect is modelled as the learners work in groups, listen to each other and agree on the arrangement.

PCIs

- The PCIs focused on peer education and social cohesion are developed as learners discuss and explain their thinking to their group members, listen, give feedback and agree on the best arrangement to present.
-

Lesson Planning: Application & Reflection Activity

Take a look at the sample lesson planning template on the next page. After you do so, consider a lesson that you are comfortable teaching or one that you have recently taught. Practice filling out the template and keep the following questions in mind:

- Which SEL competencies does the lesson exercise? Is there any way to weave more SEL competencies into your lesson?
 - Consider other lessons within the same chapter or unit. Which Core Competencies and Values receive the most attention and which receive the least? Is this something that you can change?
 - How might you better integrate Pertinent and Contemporary Issues in your lesson?
-

Sample Holistic Learning Lesson Planning Template

ADMINISTRATIVE DETAILS

CLASS: _____

STRAND: _____

SUBSTRAND: _____

ROLL: _____

DATE: _____

KEY INQUIRY QUESTION(S):

SPECIFIC LEARNING OUTCOME(S):

LEARNING RESOURCES:

ORGANISATION OF LEARNING:

	What teacher is doing	What students are doing	Core Competencies	Core Values	Pertinent & Contemporary Issues	SEL Application(s) this lesson encourages:
Introduction			<input type="checkbox"/> Communication and Collaboration <input type="checkbox"/> Critical Thinking and Problem Solving	<input type="checkbox"/> Integrity <input type="checkbox"/> Love	<input type="checkbox"/> Citizenship <input type="checkbox"/> Health Education	<input type="checkbox"/> Facing Challenges <input type="checkbox"/> Learning from mistakes
Step 1			<input type="checkbox"/> Imagination and Creativity <input type="checkbox"/> Citizenship	<input type="checkbox"/> Social Justice <input type="checkbox"/> Responsibility <input type="checkbox"/> Patriotism	<input type="checkbox"/> Life Skills and Values Education <input type="checkbox"/> Social & Economic Issues	<input type="checkbox"/> Accepting feedback and criticism <input type="checkbox"/> Managing feelings and emotions
Step 2			<input type="checkbox"/> Digital Literacy <input type="checkbox"/> Learning to Learn	<input type="checkbox"/> Peace <input type="checkbox"/> Unity		<input type="checkbox"/> Perseverance & staying on task <input type="checkbox"/> Asking questions
Step 3			<input type="checkbox"/> Self-efficacy			<input type="checkbox"/> Taking risks <input type="checkbox"/> Building self-confidence
Step 4						<input type="checkbox"/> Communicating and interacting effectively with others
Step 5						
Conclusion & Reflection						

Notes:

Holistic Learning Activity #5: Metaphorical Thinking

Metaphors are figures of speech in which something is represented as something else, making the abstract more concrete in some way or revealing something new about a word or concept under consideration.

For example:

- A teacher is a gardener.
- A teacher is both a tourist and a guide.
- A teacher is a microcosm.
- A teacher is a facilitator.
- A teacher is a magic source.
- A teacher is a juggler.**



(juggling teacher image from:

https://www.researchgate.net/figure/Being-a-teacher-is-like-juggling-Debbies-metaphor-and-drawing_fig1_260188990)

As you conclude your study of this section of the handbook focused on the implementation of CBC and SEL through lesson planning, you are invited to think metaphorically about the content shared. In the four boxes below, add metaphors in words or pictures for each of the items listed. Be creative. Have fun. Stretch your thinking (and understanding) of these teaching tools. Remember to use metaphors - compare one thing to another and see what you discover!

<p>The CBC is...</p>	<p>A lesson plan is...</p>
<p>Community Service Learning is...</p>	<p>Learning is...</p>

Introduction to Competency Based Assessment

The paradigm shift in the education curriculum from Content Based to Competency Based Curriculum (CBC) in Kenya calls for a new mode of assessment. Kenya National Examination Council (KNEC), has developed a [Competency Based Assessment Framework](#) (CBAF) that gives guidelines on assessment of basic education. Assessment of values as well as the seven core competencies of the Competency Based Curriculum should take place **throughout the learning process** as learners participate in learning experiences inside and outside the classroom.

Ongoing formative and summative assessment are critical aspects of teaching and learning.

Evaluation of learners and self-assessment as educators can contribute to more responsive, targeted, and effective instruction. In relation to SEL, in particular, ongoing assessment can help to ensure a safe, productive, and inclusive learning space that supports wellbeing and academic progress for all.

What's the difference between formative and summative assessment?

Here is how Robert E. Stake, Professor Emeritus of Education at the University of Illinois, explains it:

“When the cook tastes the soup, that’s formative. When the guests taste the soup, that’s summative.”

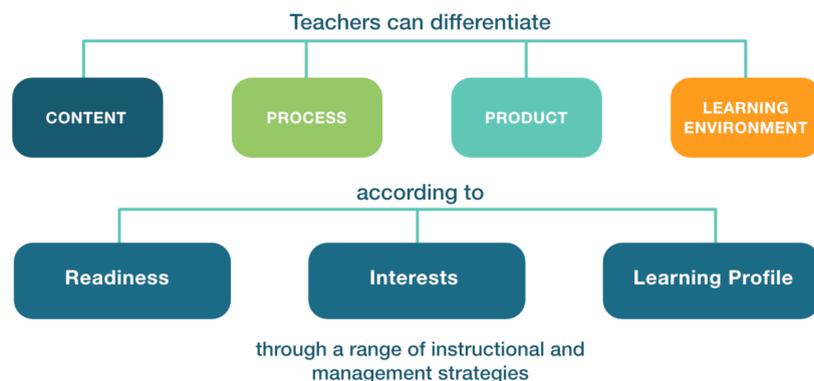


There are many ways to assess student learning and wellbeing.

There is a table with a starter list² of both formative and summative assessment strategies for your consideration on the next page of this handbook. Note that some strategies work well for assessment of both content knowledge and social and emotional wellbeing. Integrated, holistic teaching and assessment can ensure an integrated, holistic learning experience for every child; it is worthwhile to assess as holistically as possible in the classroom.

When selecting assessment strategies, keep equity and inclusion in mind and differentiate assessment strategies.

What are the best ways to evaluate what every child is learning or has learned? How can you incorporate different modalities for learning: auditory, written, tactile, kinesthetic, and so on? When might oral versus written versus visual assessments be most



appropriate? How can you differentiate assessment strategies to ensure equity in your classroom? What is the best way to include all learners in discussions and debates, as formative assessments? What might you need to do differently, in terms of assessment methods, to fully understand what each child is learning and which competencies they have mastered?

² We are incredibly grateful to the generative and brilliant educators at Rusinga Schools and Desai Memorial Primary School in Nairobi for sharing assessment ideas in our Teacher Learning Circle.

GENERAL ASSESSMENT STRATEGIES	SEL & PSS/WELLBEING EVALUATION TOOLS
Applying learning in new situations	Art: drawing, painting, modelling, dance, song
Art: drawing, sculpting, or otherwise artistically presenting concepts and content learning	Behaviour observation checklists
Critiquing each other's work / Workshopping	Character reflections (discussing characters' actions and traits in stories, etc.)
Debates	Creative writing (about emotions, etc.)
Differentiated worksheets	Doodles / Doodling
Discussions (facilitated and structured)	Emoji (emotion icon) & Feeling boards/wheels
Field research / Observation & note-taking	Entrance & Exit Tickets (individual student check-ins, reflections, self-assessments)
Formal, Standardised Exams	Formal, Standardised Assessment Tools
Games	Games
Journaling / Reflective & reflexive writing	Goal trackers or goal logs
Peer-to-peer teaching and dialogue	Hot Seat & Fishbowl activities
Picture book (creation of, telling stories from)	Journaling and/or Video Log
Portfolios of student work	Mood Metre
Pre-assessment / Diagnostic evaluation	One-to-one conversation / Personal Check-ins
Presentations - oral, video, demonstration...	Personalised portfolios & goal-setting
Projects / Project-Based Learning	Photography
Public speaking	Play
Quizzes and exams	Reflective writing
Role play & scenario-based activities	Role-play & Acting
Socratic seminars	Self and peer/group evaluation
Song-writing, musical performance, rhythms	Storytelling
Storytelling	Student-led conferences
Surveys / Questionnaires	Surveys / Questionnaires
Task Based Assessment	Technological tools: Polls, Jamboards, etc.
Technology: Flipgrid, Socrative, Kahoot!, Padlet	Think, pair, share
Think, pair, share	Traffic light signals (green, yellow, red = feeling good, not so great, not good)
Traffic light signals (red, yellow, green = not yet, almost, I've got it)	Toys & puppets - play and role play
Video: how-to/demos, lectures, etc.	Video response/reflection

Consider how you might implement some of the assessment strategies listed in the table:

Teachers can use behavioural change indicators to gauge learner growth after case management, otherwise known as the collective effort of education professionals to find a solution to the student's problem. The approach to each case should be unique to the student and their needs. It is important to note that while some cases can be handled at the one teacher level, others cannot. They may require the attention of administration, the school disciplinary committee, psychosocial support specialists, counsellors, or social workers, and parents as well.

The teacher can use a checklist to assess changes in behaviour. Such a checklist may include a set of pertinent indicators such as: reduced cases of bullying; use of correct etiquette when addressing each other and adults; demonstrating a positive attitude towards some subjects like Kiswahili; changes in play and interaction among themselves; positive interactions with teachers; the attitude of students towards work that is viewed as for a particular gender; the extent to which learners give advice to their classmates and the frequency of reporting issues affecting them; and of course, improved athletic, social, and academic performance.

Teachers may choose to conduct a survey to obtain feedback from learners on the effectiveness of SEL implementation in the classroom. The survey can be distributed in a number of formats, including but not limited to a questionnaire, group discussions, and interviews. Surveys are advantageous because responses can be collected and changes monitored over a long period of time, assisting in incremental or large changes in programming. However, surveys can also be expensive and/or time-consuming to create and administer, considering that the wording and structure of surveys will necessarily vary among children of different developmental levels. There are technology tools, like Google Forms and Survey Monkey, that can assist in survey creation, data collection, and data analysis.

If you are interested in exploring more formative assessment ideas, explore these webpages:

- [Formative Assessment ideas from UNICEF and the World Bank](#)
 - [50 CATs \(Classroom Assessment Techniques\) by Angelo & Cross](#)
 - [75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom](#)
 - [Formative Assessment in Distance Learning](#)
-

In addition to the previously mentioned assessment strategies, teachers may find it beneficial to also look for the following indicators/attributes of the Kenyan Curriculum Core Values.

Integrity: Applies established procedures when doing things, is committed to duty, displays transparency, fairness and accountability, displays honesty, and uses resources sparingly. Its successful implementation can be seen through fairness, respect to school rules and regulations and by using others' property with formal permission.

Love: Puts the interest of others before his/her own interest, avoids inflicting pain on others, portrays a caring attitude, resolves conflicts, forgives others when wronged, displays trustworthiness, keeps promises, and respects others.

Responsibility: Engages in assigned roles and duties, observes safety precautions while performing a task, is dependable, proactively solves problems, does not blame others, respect other people's property, keeps promises and honours commitment, offers leadership and guidance to others, AND cares for own property and that of others. Every day indicators include completing all homework assignments, taking good care of school property and attending classes on time and regularly.

Respect: Understands and regards others, is open minded & accommodates diverse opinions, values human dignity, is patient and displays humility. Taking turns, sharing, and being appreciative of others' perspectives and opinions are important indicators of this core value.

Unity: Takes turns in activities and conversations, appreciates efforts of others, strives to achieve common goals, collaborates with others, respects other people's opinions, and shares available resources amicably. Students accept one another as they are, support one another and work together.

Peace: Avoids hurting others, has respect for diversity, displays tolerance, resolves differences and conflicts amicably, follows laid down procedures when carrying out activities; works to end internal and external violent conflicts, accepts others' rights, supports tribal tolerance and good relations amongst students.

Patriotism: Obeys laws and regulations, loves his/her country, respects fellow citizens, is aware of his/her own responsibilities in society, aware of his/her own culture, and serves the community. Respects national symbols, shows concern for the total environment and demonstrates a sense of belonging.

Social justice: Fosters fairness among peers and other members of the community, accords equal opportunities in sharing responsibilities, shares resources equitably, and advocates for harmonious relationships in society.

Steps followed in assessment of Core Values and Core Competencies:

- 1) From the curriculum design, the teacher identifies learning experiences that address Core Values
- 2) The teacher then identifies the target Core Values
- 3) The teacher defines the indicators of the target Core Values
- 4) The teacher develops an assessment tool to assess the learners on the Core Values

Once broken down into attributes, a core value can be assessed by focusing on the attributes and behaviour displayed. The teacher may choose to develop an assessment tool (ex: checklist) that he/she will use to assess the targeted Core Values. The teacher then records the actual behaviour exhibited by the students as they carry out tasks and/or activities. The teacher can also assess her teaching behaviour to ensure integration of SEL and CBC principles in lessons. Here is just one example of a SEL self-assessment for teachers based on the CASEL framework: [Social and Emotional Competencies Checklist](#).

It is also possible to interview teachers using a questionnaire or other reference materials about the implementation of SEL practises in the classroom. [This "Observer Manual"](#) within the World Bank's TEACH coaching toolkit has a rubric for assessing SEL in the classroom on pages 36-39 which may also be of interest and use (sample from that manual is featured below). Teacher trainers can work with multiple schools to conduct interviews or observe and evaluate classrooms, and administrators may use curriculum support officers to facilitate the implementation of this review process. One potential challenge of this work is ensuring that all interviewers are impartial in their process. Of course, all SEL related reviews should go hand-in-hand with CBC implementation observations and evaluation processes.

Sample observation rubric from page 39 of the World Bank's [TEACH Coaching Toolkit](#):

C.9		SOCIOEMOTIONAL SKILLS				
SOCIAL & COLLABORATIVE SKILLS		<i>The teacher fosters a collaborative classroom environment. The teacher encourages students' collaboration with one another and promotes students' interpersonal skills. Students respond to the teacher's efforts by collaborating with one another in the classroom, creating an environment free from physical or emotional hostility. This can be observed in the classroom through the following behaviors:</i>				
Score	1	2	3	4	5	
Behavior Quality Range	LOW		MEDIUM		HIGH	
	<i>In this classroom, the teacher is ineffective at developing students' collaborative skills.</i>		<i>In this classroom, the teacher is somewhat effective at developing students' collaborative skills.</i>		<i>In this classroom, the teacher is effective at developing students' collaborative skills.</i>	
9.1 The teacher promotes students' collaboration through peer interaction	The teacher does not promote collaboration among students. <i>For example: The teacher does not provide any opportunities to work in groups or pairs.</i>	The teacher promotes superficial student collaboration through sharing opinions, materials, or ideas. <i>For example: The teacher asks students to read their neighbor's work or share crayons with each other.</i>	The teacher promotes substantial student collaboration by asking them to work together to produce a product, solve a problem, complete a worksheet, or present a new idea. <i>For example: The teacher asks students to form pairs or groups to complete a task that requires collaboration, such as creating a diagram of the water cycle or coming up with skits to illustrate a set of vocabulary words.</i>			
9.2 The teacher promotes students' interpersonal skills, <i>such as perspective taking, empathizing, emotion regulation, and social problem solving¹²</i>	The teacher does not promote students' interpersonal skills.	The teacher promotes students' interpersonal skills in a brief or superficial manner. <i>For example: The teacher tells students to "Help each other" during a group exercise, asks a child to "Say you're sorry" to a classmate, or encourages children to take turns during an activity. However, the teacher does not explain why these behaviors are important.</i>	The teacher promotes students' interpersonal skills by encouraging perspective taking, empathizing, emotion regulation, or social problem solving. <i>For example: The teacher asks a student, "How do you think that made him/her (classmate or character in a book) feel?"</i> <i>See FAQ 9.2 for more examples.</i>			

Post-Test (True/False):

Take the following post-test to evaluate your understanding of SEL, in relation to CBC, after studying this handbook. Circle your answers; add your comments. Check against the answer document on page 73, and dialogue with your colleagues about your responses.

1) Social and Emotional Learning (SEL) is only taught in the classroom.

TRUE | FALSE

.....

2) Kenya's Competency Based Curriculum (CBC) does not support social and emotional learning among diverse learners.

TRUE | FALSE

.....

3) Facilitators [teachers] should model social and emotional skills in their classrooms.

TRUE | FALSE

.....

4) CBC Core Values and Core Competencies represent localised, national articulations of social and emotional learning competencies.

TRUE | FALSE

.....

5) Children must completely master one SEL competency before moving on to the next.

TRUE | FALSE

.....

6) Social and emotional learning should be taught in an active, child-friendly and learner-centred manner.

TRUE | FALSE

.....

7) Social and emotional learning is part of quality holistic learning.

TRUE | FALSE

.....

8) Social and emotional learning should be integrated into daily lesson plans and classroom activities to support learners' psychosocial wellbeing.

TRUE | FALSE

.....

Post-Test (Open-Ended Responses):

1. What have you learnt about Social and Emotional Learning (SEL)?

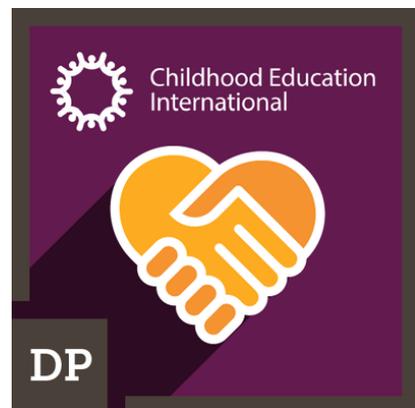
2. What have you learnt about the Competence Based Curriculum (CBC)?

3. Briefly explain the relationship between SEL and CBC.

Advanced Assessment Opportunity: Micro-credentials

Would you like to participate in a more rigorous final assessment of your learning? Do you feel confident to implement SEL activities in your classroom? You are welcome to submit a portfolio of work for review to earn a digital badge and micro-credential.

[Micro-credentials](#) are validations of the knowledge and skill you, as an educator, bring to the classroom. They offer self-directed professional learning opportunities and competency-based assessments of particular “micro” pedagogical abilities.



The Center for Professional Learning, in collaboration with Digital Promise, offers a variety of micro-credentials, including one focused on Social and Emotional Learning & Psychosocial Support for Quality Holistic Learning. Learn more about [our full suite of micro-credentials here](#) and sign up for [the SEL micro-credential here](#).

Post-test Answer Key

1) Social and Emotional Learning (SEL) is only taught in the classroom.

✓ FALSE

Social and emotional learning can be incorporated in many environments, interactions and extracurricular activities.

2) Kenya's Competency Based Curriculum (CBC) does not support social and emotional learning among diverse learners.

✓ FALSE

The CBC does support social and emotional learning among diverse learners. The focus on Core Values and Core Competencies and the promotion PCIs, inclusive education practices, gender responsive pedagogies, and equity practices contribute to social and emotional learning environments and opportunities.

3) Facilitators [teachers] should model social and emotional skills.

✓ TRUE

By demonstrating social and emotional skills, teachers can reinforce them in their students.

4) CBC Core Values and Core Competencies represent localised, national articulations of social and emotional learning competencies.

✓ TRUE

The CBC embeds social and emotional learning opportunities through its focus on Core Values and Core Competencies which promote self-awareness, social awareness, responsible decision-making, and other SEL competencies as articulated in CASEL and other SEL frameworks in global circulation.

5) Children must completely master one competency before moving on to the next.

✓ FALSE

Some competencies might take longer to cultivate than others and students can work on multiple competencies simultaneously.

6) Social and emotional learning should be taught in an active, child-friendly and learner-centred manner.

✓ TRUE

Social and emotional learning should focus on the needs of the learner and should be developmentally appropriate.

7) Social and emotional learning is part of quality holistic learning.

✓ TRUE

Social and emotional learning is a vital aspect of holistic learning, or learning that attends to the social, emotional, spiritual, artistic, creative, cognitive, psychological, and physical needs of learners.

8) Social and emotional learning should be integrated into daily lesson plans and classroom activities to support learners' psychosocial wellbeing.

✓ TRUE

The integration of social and emotional learning, through intentional and holistic implementation of the CBC, supports learners' psychosocial wellbeing, community integration, and academic progress.

Holistic Learning Activity #6: Three-Two-One (Reflections & Steps Forward)

In this final activity, we invite you to both reflect on everything you have read and learned as you studied this handbook, and to plan some action steps to help you carry that learning forward into your classroom. This 3-2-1 activity is something you can use in the classroom to help your students summarise, process, and apply their learning as well. Please take 5 minutes to make some notes on the graphic organiser below. Then, if you are working with a colleague or in a Teacher Learning Circle toward completion of this handbook, share your ideas with them and set up a peer-to-peer accountability system. Support each other to reach your goals to create more holistic and inclusive learning spaces for all children in your school.

3

New ideas or strategies you have gathered from this handbook that you plan to try in your classroom

→

→

→

2

Questions you still have about CBC and/or SEL and how you plan to find answers to those questions

→

→

1

Change you have made in your thinking or practice as a result of working through this handbook

→

Appendix A: PCIs Elaborated

Kenya's PCIs are categorised as follows:

Broad Area	Pertinent and Contemporary Issue
Citizenship	Peace education, integrity, ethnic and racial relations, social cohesion, patriotism and good governance, human rights and responsibilities, child's rights, child care and protection, gender issues in education
Health Related Issues	HIV and AIDS, alcohol and drug abuse prevention, lifestyle diseases, personal hygiene, common communicable and non-communicable diseases and chronic diseases.
Life Skills Issue	Skills of knowing and living with self, knowing and living with others, critical thinking and problem solving, etiquette, moral education and human sexuality
Social Economic Issues	Environmental issues, disaster risk reduction, safety and security, financial literacy, poverty eradication, terrorism, violence and radicalization, gender issues and animal welfare.
Non-formal programmes	Guidance services, career guidance, counselling services, peer education, mentorship, learning to live together, clubs and societies, sports and games

PCIs have been mainstreamed in the curriculum designs in all the learning areas. The teacher is expected to make a conscious and deliberate effort to bring out PCIs during the learning experiences through formal, non-formal and informal dimensions of learning. In the process learners will be given an opportunity to develop and apply both cognitive and psychosocial competencies that enable them to deal with realities and challenges of everyday life

Appendix B: Community Service Learning Examples

Community Service Learning is a new learning area adopted by the KICD. It involves integration of theory and practice: using the skills learned in school to solve real life issues on the ground. Research has shown that the learners develop personal values through community service learning; e.g. respect and empathy, critical thinking and problem solving skills. Clearly, there are connections between community service learning, the CBC, and SEL. Community service learning, as a holistic learning approach nestled within the CBC and integrating SEL, prepares learners to be worthy citizens with the right kind of attitudes to address local and global challenges.

Community service learning takes place when learners get out of the confines of the school compound and go out to address a need that has been identified in their community. The activity has to have a learning component where knowledge and skills learned in the classroom are applied in solving the problem in the society. Education is not abstract. The education we learn in school should make a positive impact on our communities. Here are some examples of community service learning projects your students may wish to develop and participate in.



1. PLANTING AND CARING FOR TREES - This addresses the issue of desertification and sustainable use of wood fuel for energy in the community. Fruit trees are meant to meet the dietary needs of the community by providing vitamins at fruition. It is done using knowledge learnt during science and agriculture lessons.

2. ENSURING SAFE DRINKING WATER - Learners go home and make dirty water safe for drinking by decanting, filtering and boiling. These are skills learned in class during science and technology lessons.



3. CLEANING THE MARKET PLACE - The need to have a clean hygienic environment in the marketplace where the community food is sourced cannot be over emphasised. Students have learned at school how germs thrive in dirty places causing diseases like cholera and dysentery. So a thorough cleaning of the market alongside community members and county government public health workers gives the learners a sense of self worth in making a positive change in their community.

4. RIVER CLEANING - Participating in the removal of the garbage clogging river tributaries and or streams near the school is another dynamic and valuable community service learning project. Students can also compose songs and poems to raise awareness on the importance of a clean river. Then they can perform in the local church, market place and at school to educate and invite others to participate in efforts to keep waterways clean.



5. PUBLIC AWARENESS MESSAGING - Community service learning can be applied as learners join cultural groups, or local theatrical groups to make messages regarding COVID-19, the AIDS pandemic, or other local public health concerns. Through creation and dissemination of musical, theatrical, and social media messages, learners can raise awareness and invite their peers and everyone in the community to take care of themselves and each other.

6. CONNECTING TO PROMOTE MENTAL HEALTH - Students can create skits, songs, dances, and theatrical performances focused on being a good and caring friend to address mental health struggles and deter isolation, loneliness, and suicide. Messaging created by youths and shared with youths might encourage students to talk about their problems and share their issues, rather than sinking into despair and, in worst cases, taking their own lives. Messaging could focus on helping friends find support and preventive counselling as needed. Students might share how to access resources for help, such as hotlines, teachers/counsellors, and social workers in their skits and songs.



6. SELF-ADVOCACY, VOLUNTEERISM, AND ENTREPRENEURSHIP - During and after studies that have brought the learner closer to the community, they may notice gaps or vacancies in services which they can locally fill through advocacy, volunteer, and/or entrepreneurial efforts, depending on their qualifications, motivations, and policy regulations.

Additional Community Service Learning Project Ideas:

- Plant flowers and gardens around schools and communities
- Sponsor campaigns to keep schools litter-free
- Plan special parties for children in daycares
- Visit with the elderly
- Teach simple craft projects to children in after-school programs
- Read stories to children in school and community
- Cook and serve meals at community centres

What ideas do your students have? Inviting them into the design, implementation, and evaluation phases of community service learning is a great way to build their core competencies and support their social and emotional learning.

Appendix C: Equity & Inclusion

Equity and inclusion are vital topics that are woven into each section of this handbook. This appendix is designed to present a little more information for your consideration and application. In our work with vulnerable learners—defined in terms of poverty, gender, different abilities, refugee status, displacement, and other potentially marginalising or endangering conditions—we must move past equality and tolerance to positions of equity and inclusion. CBC and SEL give us methods and tools to do this, but we must be intentional and keep equity and inclusion centred in our work if we seek to create welcoming, belonging, productive learning spaces for every child.

Think for example of gender equality³ versus gender equity.

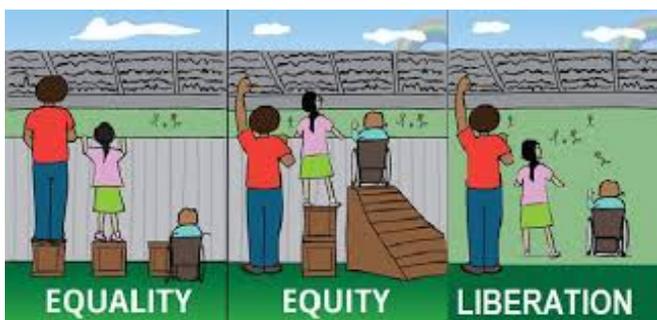
- **Gender equality** is the provision of the same learning requirements in the same environment without consideration of individual needs. [The Kenyan Ministry of Education, Science and Technology](#) defines it specifically as: “Equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.”
- **Gender equity**, on the other hand, is the provision of any necessary learning requirements or support in the same learning environment taking into account individual needs. This is defined by [The Kenyan Ministry of Education, Science and Technology](#) as: “Practice of fairness and justice in the distribution, access to and control of resources, responsibilities, power, opportunities and services.”

Learn more about **gender empowerment, gender mainstreaming, and gender responsive pedagogy** in the [Ministry of Education, Science and Technology’s Education and Training Sector Gender Policy](#).

Examine these illustrations. What do they say about equality, equity, liberation, and inclusion? What are the implications for your local teaching and learning context?



Add your thoughts here:



Add your reflections here:

³ For more on this topic, see, for example, the [Kenyan Ministry’s Gender Policy](#) and/or the [INEE Guidance Note on Gender](#).

Let's now consider equality versus equity versus liberation in relation to specific experiences and obstacles girls and young women may face as they strive to attend school and succeed in the classroom. **Read the following scenario and use gender equity, gender empowerment, and liberation mindsets to brainstorm solutions to the challenges Asha faces.**

Asha's Story⁴

Asha is a 14-year-old girl in Class 7. Several months ago, Asha started having her monthly periods and she is feeling very overwhelmed and confused. Despite living with her mother, aunt and sister, no one has ever talked to her about menstruation or how to manage her periods. Asha feels too embarrassed to talk to her mother or to ask for sanitary pads, so she sometimes takes pads from where she knows her mother keeps some. But there is often not enough so Asha has to use whatever she can find around the house to stop the blood from coming out onto her clothes. Sometimes she puts toilet paper into her underwear, or she uses pieces of newspaper. Once she used leaves from the garden because she couldn't find anything else. But, after walking to and from school, these things often rub her skin and she is left with painful sores at the tops of her legs. Asha is determined to do well at school. She has big dreams of having a paid job in the future so that she can support herself and not have to rely on the financial support of others. However, she hates going to school on the days when she is having her period because all she can think about is whether the blood has come through onto her clothes. One day on her way to school, Asha noticed that blood had leaked onto her dress, so she ran home and hid for the rest of the day and did not go to school. In class, some of the teachers make learners stand to answer questions. Asha used to answer a lot of questions but now she is so afraid that she has stopped participating in her lessons.

One time, Asha felt that she could feel the blood leaking from her underwear. She asked her teacher if she could go to the toilet, but he refused. He shouted at her and she felt so humiliated in front of her classmates. Asha also finds it hard to concentrate because of the pain she experiences in her abdomen. Sometimes it feels like her whole stomach is being twisted inside her. She often worries there is something wrong and all she wants to do is lie down and sleep until the pain goes away.

The toilet facilities at school also present a huge challenge for Asha and the other girls. There is no toilet paper and there is often no way of taking water into the toilet stands. They are rarely cleaned, and the floors are always wet and dirty. This means it is extremely difficult for girls to clean themselves during their periods. Additionally, none of the doors have locks and sometimes the boys come and open the doors when they know girls are inside. Many of the girls feel so afraid to use the toilets that they simply wait until they get home. Asha always feels so relieved when her period finishes each month. It means she can relax for a few weeks and does not have to think about it. But, once a few weeks pass, the worry sets in again as she is never really sure when the next period will come. Asha often feels so frustrated that this is something she will have to deal with for the rest of her life.

Questions:

1. What challenges is Asha facing as a result of having her monthly periods?
2. How might Asha be feeling in the face of these challenges?
3. What could Asha's teachers or school do to help limit some of the challenges she is facing? How might teachers' awareness and advocacy for girls' education and gender equity be cultivated?
4. How does your school help girls when they are experiencing their periods?
5. What policies and structures could create more equitable, empowering, and liberating learning experiences for Asha and other girls like her?

⁴ Many thanks to Fredrick Kihara Kariuki from Kakuma Refugee Camp for sharing this scenario and other resources to enrich this handbook.

Inclusive Education requires that all learners be included in the mainstream classroom and in all daily classroom activities, including learners that are differently abled. Neurodiversity, differing physical abilities, and unique cognitive and emotional ways of being enrich our classrooms and schools! [Read more about inclusive education and its benefits here.](#)



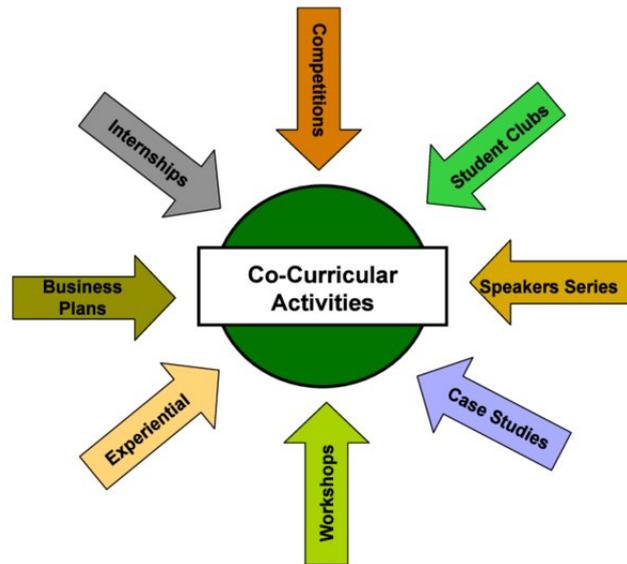
The [Kenyan Ministry of Education policy on inclusive education](#) states that learners with different abilities should not be separated from other students. Including all children in the mainstream classroom helps them feel a sense of belonging in the community, develop appreciation for and pride in themselves, and build upon their abilities easily to realise their dreams. Use of [Individualised Learning Plans](#) can support students with special needs in mainstream, inclusive classrooms and schools..

Illustration from <https://mietafrica.org>

With your colleagues, use the space below to brainstorm resources and lesson plans you have in your school that support equity and inclusion. What does your institution do well when it comes to equity and inclusion? What gaps in materials, knowledge, and skills do you identify? Where might you find additional support for the diverse learners in your school?

Appendix D: Co-curricular CBC and SEL Supports

Given large class sizes, time constraints, and other challenging variables in the classroom, it can be very helpful to establish co-curricular opportunities for students to continue learning and growing academically and psychosocially in relation to CBC and SEL. Community Service Learning, discussed in Appendix B, can provide such opportunities. So can the establishment of a Holistic Learning Club or a Well-Being Club for children and youths to gather and build a caring, supportive community. Sports, music, and dance activities outside of the scheduled school hours can, likewise, support holistic learning and well-being.



Indeed, "many a true word is said in jest" so, a Holistic Learning Club would help students to get used to fun and enjoyable ways of learning through practicals, subject related games, songs, competitive talent shows, and much more. In this way, students may learn through what they most like, every time with a specific subject goal and core competencies and core values at the centre, in alignment with the CBC. Through co-curricular activities, students get used to working in groups on things they care about. This can shift perspectives for students who may view collaborative activities in

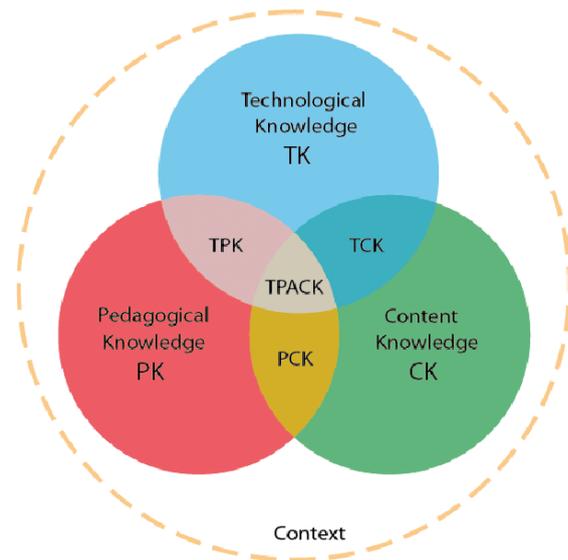
the classroom as a waste of time; they may come to value teamwork and feel the value of others' contributions on top of one's own efforts. Through co-curricular engagements, learners may come to see the positive sides of things, and overcome shyness, anxiety, anger, and frustrations that may result from difficult life circumstances, trauma, and other challenges they face.

Extracurricular activities contribute to a learner's personal development of leadership, communication, unity and other social skills. They constitute the very stressless mode of teaching-learning enjoyment. A QHL club would just be a small community of practice with the same extracurricular activities mission but with a particular emphasis on the learnt topics in class. The taught subject contents (mainly theoretically), is revised in a practical way. For example, it is not very clear if a literature teacher explains the qualities of a good storyteller, those paralinguistic features, mimicry, audience entertainment....but more understandable for a student who retells a story, putting into practice those qualities live in front of a more convenient audience of peers.

Appendix E: Technology Notes

TECHNOLOGY INTEGRATION OPPORTUNITIES

Technology integration is one of the greatest revolutionary innovations in the education system. It boosts SEL implementation in teaching and learning processes as it helps to present ideas and core content in more interactive and engaging ways through digital media including projections, videos, games, creative digital arts, virtual and augmented reality, social media, and global and national e-learning networks. Technology also makes it easier to differentiate instruction and assessment, whether formative or summative, and to analyse patterns in data and reflect on learner outcomes. It can allow learners to express their understanding and demonstrate their skills and competencies in sophisticated, fun, and inventive ways. Technology can also save time, keep learners and teachers connected, assist with conducting research, allow educators and learners to access updates and developments in various fields, and grow digital literacy and fluency competencies. In brief, holistic learning can benefit from the integration of three primary forms of knowledge in teaching/learning processes: technological, pedagogical, and content knowledge, or [TPACK](#).



In Teacher Learning Circles, testing this Holistic Learning Handbook, QHL Project Fellows and CPL staff made use of many helpful technologies to gather and share ideas, including:

- Google Drive, Google Docs, and Google Slides (for co-creation of materials)
- Zoom (for plenary sessions, breakout room discussions, end of meeting polls)
- WhatsApp (for updates, discussion, resource sharing)
- Jamboard (for sharing ideas, reflecting as a community)
- Kahoot! (for game-based learning)
- Socrative (for formative and summative assessment)
- SurveyMonkey and Google Forms (for feedback surveys and evaluation)

TECHNOLOGY INTEGRATION CHALLENGES

As noted above, technology has truly revolutionised education especially in the making of autonomous learners, giving them wings of opportunity. But it is not all roses. Technology comes with challenges, some of which can jeopardise equity and even quality. For instance, internet connectivity can widen the equity gap between learners. Despite many efforts from private donors, government officials, non-profits, community-based organisations (CBOs), NGOs, and INGOs, connectivity in refugee, displacement, and other low resource settings is still limited. In many schools, there are insufficient numbers of devices; the ratio being one tablet for a hundred students in some places. Desktop and laptop computers are even more scarce, but for some applications more desired. Another challenge is the lack of proper maintenance for existing resources and ageing facilities that may not only lack security but also adequate electricity and high-speed internet access. Power and internet connectivity remain major obstacles. Additionally, there exists a need for continued training for both teachers and students around digital literacy, digital safety, and digital fluency. [Read more about Digitalization in Teaching and Education in Kenya in this report.](#)

21st Century skills “A broad set of knowledge, skills, work habits, and character traits that are believed [...] to be critically important to success in today’s world, particularly in collegiate programs and contemporary careers and workplaces” (Twenty-first Century Skills, 2016).

Figure 3⁵



Asset-based pedagogy

An approach that focuses on and builds upon strengths. In its practice, institutions, educators and students are valued for what they bring to the learning experience as opposed to what they lack. Educators consider the lived experiences and cultural assets of individuals and communities as valued contributions to the learning context, and students are able to assimilate new information with prior knowledge in a way that is personally relevant and meaningful. Asset-based pedagogy uses strengths to help learners sustain culture and build confidence, which in turn encourages the risk-taking and pursuit of challenges necessary for higher achievement. To learn more about asset-based pedagogies, take a look at these articles: [The Principles of Strengths-Based Education](#) [Building Classroom Community Through Asset-Based Thinking](#)

Co-curricular

Any program or activity that is connected to students’ learning in school or academic programming. Typically, co-curricular activities are separate from courses undertaken at school. They can take place in the school setting, either within or outside of school hours, or they may take place in an entirely different space. [Examples of co-curricular programming](#) include music or theatre, a debate team, writing competitions or photography. Co-curricular activities can engage the civic spirit as well as cultivate an initiative and skill to lead and organise clubs, teams and activity groups after formal education.

⁵Stauffer, B. (2020, March). What are 21st Century skills? AES Education. Retrieved from <https://www.aeseducation.com/blog/what-are-21st-century-skills>.

Community Service Learning

[Community service learning \(CSL\)](#) is a type of education that combines a community service project with academic objectives in order to benefit both the growth of the student and the well-being of the community being served. CSL is a type of experiential learning which reinforces what students learn in school. Through CSL experiences, learners are given opportunities to apply the acquired knowledge, skills, attitudes and values to solve an identified problem within the community, thus promoting learners' growth in social skills by building strong and productive relationships with the community, while improving their own learning outcomes.

Competency Based Curriculum

An instructional system in which students demonstrate that they have learned the skills and knowledge that they are expected to acquire as they progress through their education. The goal of the competency based learning model is to ensure that students do in fact possess the knowledge and skills that will help them be successful in school and in their careers.

Equality (for example, gender equality)

Equality can be understood as the provision of the same learning requirements in the same environment without consideration of individual needs. [The Kenyan Ministry of Education, Science and Technology](#) defines gender equality, specifically, as: "Equal treatment of women and men; boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources."

Equity (for example, gender equity)

Equity in education is often understood as the provision of any necessary learning requirements or support in the same learning environment taking into account individual needs. [The Kenyan Ministry of Education, Science and Technology](#) defines gender equity as: "Practice of fairness and justice in the distribution, access to and control of resources, responsibilities, power, opportunities and services."

Executive functioning



Figure 4⁶

The set of processes that facilitate one's ability to manage behaviours and thinking for improved individual and community functionality.

Executive Functions

- "Executive functions are the cognitive abilities that control and regulate most of what we do in day-to-day life.
- Executive functions include the ability to initiate, plan and organize, set goals, solve problems, regulate emotions, and monitor behavior."

Figure 5⁷

⁶ Executive function disorder - what is it and can it be treated? Child Success Center. Retrieved from <https://childdsuccesscenter.com/executive-function/>.

⁷ Executive functions. Executive Functions – Excellence In School Counselling. Retrieved from <https://excellenceinschoolcounseling.com/develop-a-cba/define-student-excellence-overview/self-direction-overview-2/executive-functions/>.

Formative & summative assessment

[Formative assessment](#) provides learners with feedback before the evaluation of performance occurs. The purpose of formative assessment is to identify learners' strengths and weaknesses and to improve future performance by doing so. Formative assessments can come in many forms but their overall role is to give the instructor insight about a student's progress throughout the learning process.

On the other hand, **summative assessment** assesses readiness for progression by evaluating a student's performance. As the name itself suggests, summative assessment occurs at the end of an educational cycle (chapter, unit) and it determines whether the learner has mastered the material and skills of that respective cycle.

Holistic Learning

"Holistic learning is a teaching and learning approach that fully develops all aspects of a learners' identity and being (including the social, emotional, spiritual, artistic, creative, cognitive, psychological, and physical) to support self-directed and lifelong learning." - Definition from the QHL Project Fellows in Kenya

Inclusion

Inclusion is the practice of welcoming and providing full access and opportunity to every child regardless of citizenship status, physical or cognitive ability, gender, class, religion, home language, or other unique characteristics.

Interpersonal skills

Also referred to as "social skills," these are the skills needed to successfully communicate and interact with others. Learn more about interpersonal skills through [this resource from the Knowles Training Institute, Kenya](#).

Life skills

A broad term used to refer to any skill that helps a person overcome challenges and/or improves the quality of their life.

Pertinent and contemporary issues (PCIs)

The issues that have been identified as significant in the life of an individual within both Kenyan society and the larger global community. These are the prevailing phenomena related to the legal, technological, social, cultural and economic dynamics in society. The four broad areas of Pertinent and Contemporary Issues in the Kenyan Competency Based Curriculum are (1) Citizenship, (2) Health related issues, (3) Life skills issues, (4) Social Economic issues and (5) Non-formal programmes

See Appendix A (page 76) for more details regarding PCIs.

Psychosocial Support

Any support that people receive to protect or ensure their mental well-being. It is especially important for people affected by emergency or crisis situations, such as refugees. Although commonly abbreviated as PSS, it can sometimes appear as MHPSS (mental health and psychosocial support). One of the most critical components of MHPSS is treating psychiatric disorders that result from traumatic events, such as post-traumatic stress, depression, and anxiety. As figure 6 illustrates, there are four levels of psychosocial support with a range of specialisations.

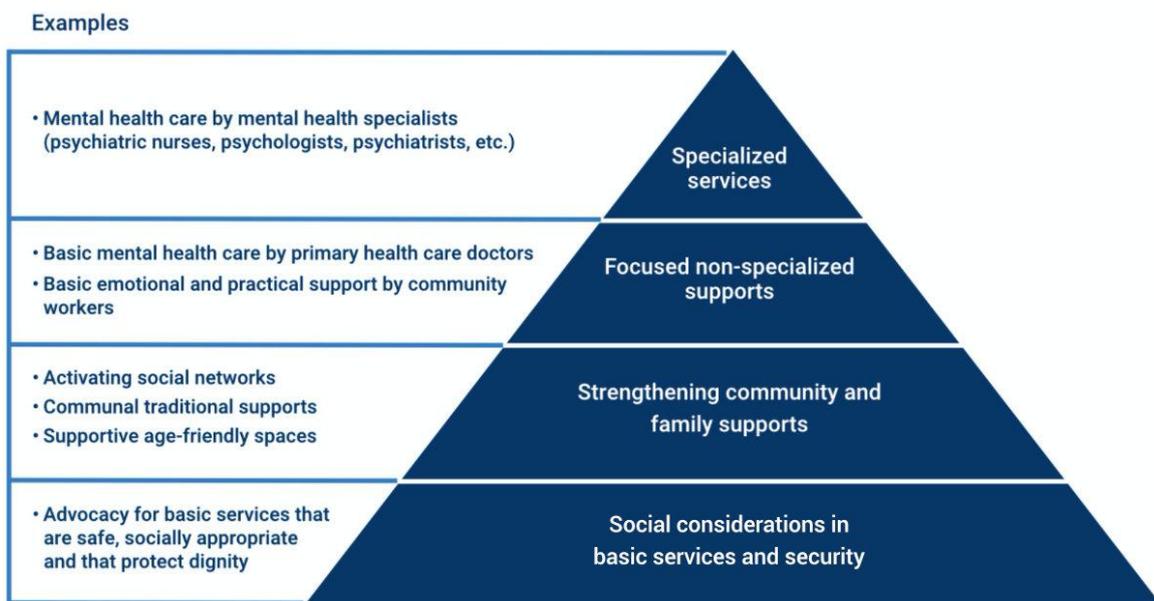


Figure 6

Self-regulation

The way in which a person controls their responses to any variety of life situations. These behaviours are often a reflection of one's beliefs, values, upbringing, goals and other important factors.

Social-emotional literacy

The way in which a person controls their responses to any variety of life situations. These behaviours are often a reflection of one's beliefs, values, upbringing, goals and other important factors.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is a construct that fits within the umbrella of Psychosocial Support (PSS) that educators can integrate into their CBC-guided pedagogical practice, include in extracurricular activities, and make use of in their day-to-day interactions with learners. The Inter-agency Network for Education in Emergencies defines SEL as "a process of acquiring social and emotional values, attitudes, competencies, knowledge, and skills that are essential for learning, being effective, well-being, and success in life" (INEE, 2016).

Soft skills

The personal qualities, personality traits, behaviours, and [communication](#) skills needed for success in a learning or work environment. Soft skills determine how a person interacts with others in relationships. Some important soft skills are communication, critical thinking, leadership, work ethic and teamwork.

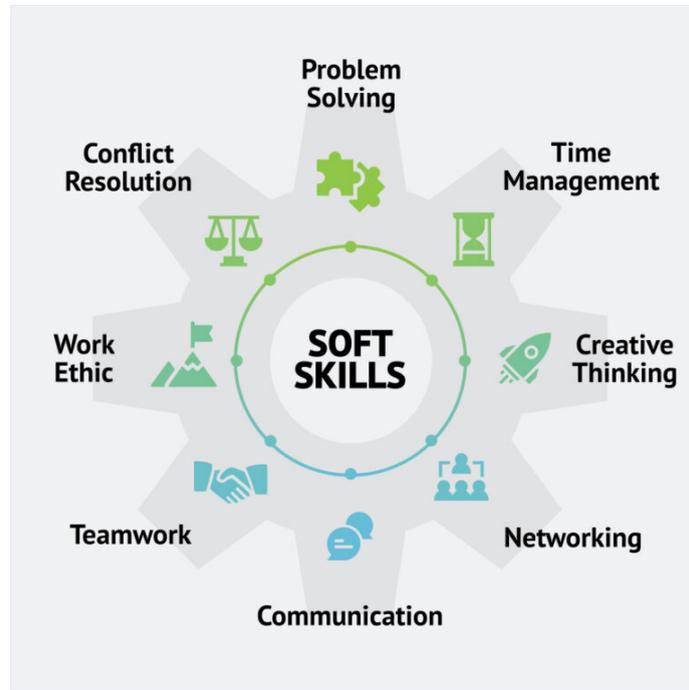


Figure 6⁸

Vision 2030

[The national development programme](#) initiated in 2008 intended to move Kenya forward as a middle-income nation that provides a high quality of life to all citizens. The programme has three pillars: Economic, Social and Political and is intended to be fully in place by the year 2030.

Vulnerable learners

“Vulnerability” can be defined in relation to poverty, gender, different abilities, refugee status, displacement, and other potentially marginalising or endangering conditions. Vulnerability can cause inequity in access to resources and services as well as disparities in student learning outcomes. In this handbook, we ask educators to hold **all vulnerable learners** in mind as they think about holistic learning through CBC and SEL.

⁸ Skillup Technologies. (2020). *How organisations are using soft skills to drive profit - skill-up technologies*. Retrieved from <https://skillup.tech/how-organizations-are-using-soft-skills-to-drive-profit/>.

References and Resources

Congratulations on working through this handbook!

We hope you come away with a deeper understanding of social and emotional learning as well as the ways to weave it into instruction that complies with Kenya's Core Competencies and Values Based Curriculum. We hope that this handbook provides you with inspiration and allows you to dialogue with colleagues about instructional strategies that can make SEL an important part of your teaching toolkit. We also encourage you to share this resource and your learnings with other teachers working with displaced or refugee students. Listed below are resources that facilitated the creation of this handbook. We hope that you will take the time to explore the resources that are of interest to you as you continue your professional development.



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