Strand 1: Environment and its Resources

1. Weather

A. Exploring unfavourable weather conditions

1. Describing bad weather

1. (a) Rainy (b) Sunny
2. (a) water (b) windy
3. (a) Rainy
4. (a) Accept a coloured drawing of a cloudy day with clothes on a clothes line.
   (b) cloudy
5. (a) windy (b) carry (c) calm
6. Accept appropriate answers.

2. Observing the effects of unfavourable weather

1. (a) destroys (b) dries up
2. Rainy weather
3. (a) rainfall (b) floods
4. (a) lightning (b) destroys (c) drought
5. (a) Accept appropriate answers. (b) windy (c) wind

3. Developing curiosity in identifying weather conditions in the environment

1. (a) Accept appropriate answers.
   (b) Accept a drawing of a heathy plant. Its leaves should be coloured green.
   (c) Accept a pasted picture of a green plant.
2. Guide learners to find and circle the given words in the word search.
3. (a) False (b) False (c) True (d) True
4. Accept a drawing of a house with a damaged roof top because of wind. Ensure it has bent trees.

Activity 1

1. (a) drought (b) cloud (c) water
2. (a) Flood (b) Drought (c) Windy
3. Accept appropriate responses from the learners.
4. (a) destroy (b) break

B. Keeping safe from unfavourable weather conditions

1. Identifying ways of keeping safe from unfavourable weather conditions

1. Accept answers like; closing doors and windows during strong winds and rain, dressing warmly when it is cold, dressing lightly and using an umbrella, cap and sun glasses during sunny weather, using rain-coats, gumboots and umbrella during rainy weather among others.
2. (a) Accept appropriate responses from the learners.
   (b) water
3. (a) Accept appropriate answers.
   (b) They are thin because of lack of water and food.
   There is a bone and a head of a dead animal.
   (c) death

2. Keeping safe from unfavourable weather conditions

1. (a) hot (b) dangerous (c) damage
   (d) highland (e) cloudy and windy
2. (a) True (b) True (c) True (d) True

3. Showing how to keep safe from unfavourable weather conditions

1. Accept a coloured drawing of a cloudy day with clothes on a clothes line.
   (b) cloudy
2. Accept appropriate answers.
3. Accept appropriate responses from the learners.
4. (a) destroy (b) break
2. Water

A. Making water safe for use

1. Ways of making water clean for use in the home
   1. (a) Accept appropriate responses from the learners.
   (b) The water in b. (c) To avoid getting sick.
   2. Boiling, filtering, decanting among others.
   3. (a) cover (b) clean (c) good
   4. (a) boiled (b) washing utensils (c) boiling
   5. (a) decanting and filtering
   (b) Mark appropriately.

2. Making water clean and safe using different methods
   1. (a) Separating water from sand or soil.
   (b) Decanting (c) Decanting
   2. (a) filtering water (b) A piece of cloth.
   3. (a) Water is boiling on a jiko. (b) It kills germs.
   (c) Accept a drawing of water containers with lids.

3. Making a simple water filter
   1. Guide the learners to make a simple water filter.
   Materials needed are; plastic bottle, gravel, sand, cotton balls, charcoal, piece of cloth, garden soil and water.
   Method: Cut the plastic bottle into half. The upper part to act like a funnel. The other part of the cut bottle should act as the collector. Guide them through the process.
   Accept a drawing of a simple water filter.
   2. (a) Fetching water from a swamp (b) By filtering
   3. The tick to be on the piece of cloth and a jar.

4. Importance of clean and safe water
   1. Accept a drawing of a properly stored water. The water container should be covered.
   2. (a) Filtered, clean, boiled (b) Dirty
   (Activity 3)
   Accept a coloured drawing of containers used for boiling water.

3. Soil

A. Exploring soil by characteristics

1. Differentiating soil by texture
   1. (a) clay (b) loam (c) sand
   2. (a) texture
   (b) (i) Soil with coarse texture - sand
   (ii) Soil with smooth texture - clay
   (iii) Soil with moderate texture - loam
   3. Guide learners to find and circle the following three types of soil; clay, loam and sand.

2. Differentiating soils by size of particles
   1. (a) loam (b) sand (c) clay
   2. (a) small, medium or big/large.
   (b) (i) Soil with large –sized particles – sand
   (ii) Soil with small sized particles – clay
   (iii) Soil with medium sized particles - loam
   3. Guide learners to find and circle the following sizes of soil particles in the word search; small, medium and large.

3. Naming the three types of soils
   1. (a) clay (b) sand (c) clay and sand, loam
   (d) loam
   2. (a) Has dark medium sized particles.
   (b) Has brown large sized particles.

4. Developing interest in the characteristics of soil

Accept a drawing of children playing with different types of soil.

Activity 4
1. (a) sand (b) clay (c) loam
   2. (a) earth worm
   3. Accept a pasted picture of writings on sandy soil.

Revision Exercise 1
1. weather 2. drought
   3. (a) flood (b) wind and rain (c) hot
   (d) dress warmly and stay indoors (e) drought
   4. (a) roofs (b) plants or trees
   (c) rainy and cold
   5. (a) umbrella (b) sunny and rainy
   6. (a) (i) Stay indoors (ii) close windows and doors
   (b) Dress warmly or heavily, use an umbrella when out, stay indoors, close windows and doors among others.
   7. Guide learners to find and circle the following words: Windy, rainy, cloudy, calm, floods and drought.
   8. (a) boiled (b) decanting (c) dirty
   9. (a) False (b) True (c) True
   (d) False
   10. (a) Sand (b) roots
   11. Clay
   12. (a) clay (b) sand (c) sand (d) clay
4. Plants

A. Categorising plants

1. Identifying different types of plants
   1. (a) Sunflower (b) Tomato plant (c) Cabbage (d) Banana tree (e) Sisal plant (f) Peas plant (g) Cactus plant (h) Mango tree
   2. Accept a coloured drawing of a plant in the school.

2. Categorising plants in our immediate environment
   1. (a) True (b) False (c) True
   2. (a) Edible, non-thorny (b) Edible, non-thorny (c) Edible, non-thorny (d) Edible, non-thorny (e) Non-edible, thorny (f) Edible, non-thorny (g) Thorny, non-edible (h) Edible, non-thorny
   3. Accept pasted pictures of plants around the school.
   4. (a) Elephant (b) Monkey (c) Zebra
   

3. Appreciating the rich diversity of plants
   1. (a) Cabbage (b) Maize (c) Sugarcane
   2. (a) cabbage (b) seeds (c) Sugarcane
   3. (a) pawpaw (b) mango
   4. (a) different (b) beautiful

   **Activity 5**
   1. Plant a is edible, has a flower and has no thorns. Plant b is not edible, has no flower and has thorns.
   2. Accept pasted cut out pictures of different plants from newspapers and magazines.
   3. (a) Maize plant to maize. (b) Pawpaw tree to a pawpaw fruit. (c) Banana tree to banana fruits.
   4. (a) Water lily (b) cabbage, maize among others (c) a grows in water, b grows in the soil.
   5. Accept a pasted picture of a thorny plant.

B. Safety when handling plants safely

1. Ways of handling different plants
   1. (a) Goggles (b) soap and water (c) gloves and gumboots
   2. (a) Gloves – hands (b) gumboots - legs
   3. (a) touch (b) fruits
   4. (a) A maize plants fenced with barbed wire. (b) So that animals do not destroy the plants.

2. Observing safety when handling different plants
   1. (a) False (b) False (c) True (d) True (e) True
   2. (a) She is dressed in an overall, gumboots and gloves.

   (b) Accept appropriate answers.

3. Appreciating the need to handle plants responsibly
   Accept a coloured picture of a child walking with gumboots on a thorny path.

   **Activity 6**
   Accept a coloured picture of a farmer wearing gloves and gumboots.

5. Animals

A. Importance of animals

1. Uses of animals to people
   1. (a) Accept appropriate responses from the learners. (b) Giraffe, elephant and gazelle (c) three (d) Tourists
   2. (a) Some help in transport, some are a source of food, some provide security in the homes among others.

   (b) Accept a coloured picture of a zebra with black and white strips. (c) rats and snakes

2. Identifying different animals that provide food
   1. (a) Hen – eggs, pig - pork, cow - milk (b) Accept appropriate answers. (c) milk (b) meat (c) eggs
   2. (a) milk (b) meat (c) eggs

3. Guide learners to find and circle the given words.

   1. (a) True (b) True (c) False (d) True (e) True

   **Activity 5**
   1. Plant a is edible, has a flower and has no thorns. Plant b is not edible, has no flower and has thorns.
   2. Accept pasted cut out pictures of different plants from newspapers and magazines.
   3. (a) Maize plant to maize. (b) Pawpaw tree to a pawpaw fruit. (c) Banana tree to banana fruits.
   4. (a) Water lily (b) cabbage, maize among others (c) a grows in water, b grows in the soil.
   5. Accept a pasted picture of a thorny plant.

3. Appreciating the importance of animals to people

1. (a) Cows, goats, sheep, chicken among others. (b) Used to add nutrients in the soil.

2. (a) camel (b) It is used in transport

3. (a) cat (b) dog (c) dogs and cats (d) protect

4. (a) Cow, goat, pig, sheep, hen among others. (b) dog (c) cat and dog (d) bull, donkey, camel (e) horse (f) All wild animals.

5. Accept a coloured picture of a hen.
Activity 7

1. Accept a pasted cut-out of a person riding on a horse.
   (b) It helps in transporting goods.
2. (a) Milk  (b) Cow, goat among others.
   (c) Accept a coloured drawing of a bee.
3. Accept a pasted picture of a game park with animals made out of thread.

Revision Exercise 2

1. (a) Guide learners to sing the given song.
   (b) Zebras, birds and bees.
   (c) Bees give us honey. Zebras and birds attract tourists.
2. Accept a relevant poem.
3. Accept a coloured straight route leading to the pet.


A. Sources of heat

1. Identifying sources of heat in the environment
   1. (a) Electricity  (b) Kerosene  (c) Charcoal
      (d) Firewood
   2. Accept appropriate drawings.
   3. (a) Kerosene  (b) Fuel  (c) firewood

2. Matching different sources of heat to their fuels
   1. (a) Jiko – charcoal  (b) Electrical cooker – electricity
      (c) Three stone jiko – firewood
      (d) Stove – kerosene
   2. (a) firewood  (b) sun
      (c) electricity or charcoal
      (d) charcoal and firewood

3. Appreciating the different sources of heat
   1. (a) Accept pasted pictures of a source of heat used at home.
      (b) Accept appropriate answers.

   Activity 8

   1. (a) Uses kerosene  (b) Uses firewood
   2. (a) False  (b) True  (c) True
   3. Accept appropriate messages.

B. Uses of heat in the environment

1. Identifying uses of heat energy in the environment
   1. (a) warmth  (b) warm
   2. (a) sun

   Activity 9

   1. (a) Ironing  (b) electricity
      (c) switch off after use
   2. (a) True  (b) False  (c) True
   3. Accept appropriate drawing.

C. Dangers of heat energy

1. Identifying materials that can start a fire
   1. (a) match sticks and box  (b) kerosene
      (c) gas
   2. (a) False  (b) True  (c) True

2. Identifying dangers of heat energy at home
   1. (a) wet  (b) away from  (c) off
      (d) dangerous  (e) everything  (f) put off
   2. Accept a pasted picture of the modeled gas cooker.
   3. (a) burn  (b) cause
   4. (a) The wires are naked and can cause fire.
      (b) shock  (c) match stick and match box
      (d) kerosene  (e) stove, fire
   5. (a) True  (b) True  (c) False

3. Showing understanding of safe ways of moving from a burning house
   1. (a) scream as you run outside
      (b) a wet blanket
   2. (a) ambulance  (b) fire truck  (c) fire truck
      (d) ambulance
   3. (a) True  (b) True  (c) False
   4. (a) They are running out of a burning house.
      (b) fire engine or fire truck
      (c) When a building is on fire.
   5. (a) a fire fighter  (b) Fire protective clothes
      (c) To put off fire  (d) put

   Activity 10

   1. Accept a coloured picture of a fireman putting off fire.
   2. (a) kerosene  (b) petrol  (c) gas
3. Scream to alert those in the building. Use the nearest door to run out. Do not go back to the burning house to collect anything among others.

**Strand 2: Social Environment**

7. **Harmonious living in the community**

**A. Sanitation in the community**

1. **Ways of keeping a market place clean**
   1. Accept appropriate answers.
   2. (a) A market place, people are buying and selling food stuff.
      (b) Rotten fruits and vegetables
      (c) a toilet and clean water
      (d) Accept any appropriate answer.
      (e) a cleaning day
      (f) waste

2. **Participating in making the market place clean**
   1. (a) water bucket (b) spade (c) rake
      (d) wheelbarrow (e) gumboots (f) gloves
      (g) broom (h) dust pan
   2. (a) diseases (b) broom (c) clean
   3. (a) unites (b) cleaning (c) dust bin
   4. Accept a coloured drawing of a clean market place.

3. **Appreciating a clean market place for good health**
   1. (a) (i) wastes (ii) colours (iii) four
      (iv) grey, blue, yellow and blue (v) truck
   (b) Accept a coloured bin.

**Activity 11**

1. Accept appropriate responses from the learners.
2. (a) red (b) red (c) green (d) red
3. (a) Guide learners as they read the activities done during a market cleaning day.
   (b) Move the tables ready for cleaning. Pick all rubbish and put in a dust bin. Sweep all areas.
   Dust all the tables. Arrange the tables well.
   Garbage collecting trucks pick the rubbish.
4. Accept relevant responses from learners.

**8. Keeping safe in the community**

**A. Responding to strangers**

1. **Identifying appropriate ways of responding to strangers**
   1. Accept appropriate answers from the learners.
   2. (a) accept (b) police station
      (c) telephone numbers

2. **Responding appropriately to strangers**
   1. (a) stay away (b) full (c) all
   2. (a) 999 (b) 116
      (c) Accept appropriate answers from the learners.
   3. Accept appropriate answers from the learners.

3. **Taking personal responsibility in keeping safe**

1. We should run away from strangers.
2. (a) A stranger is pulling a boy by force.
   (b) A boy is running away from a stranger.
   (c) Strangers are giving children some gifts but the children are refusing and walking away.
   (d) A stranger is giving a girl a gift but the girl is refusing.

4. **Activity 12**

   1. Guide learners to find the given words in the word search.
   2. Accept coloured drawings of things like money, sweets, chocolates, biscuits, wrapped gifts among others.
   3. (a) police (b) stranger (c) away
   4. (a) True (b) True (c) False

**B. Safe and dangerous places in the community**

1. **Identifying safe places in the community**
   1. Accept answers like Church, Mosque, police station, school, home among others.
   2. (a) in groups (b) harm (c) in groups
   3. (a) School, Church and Mosque
      (b) Accept appropriate answers from the individual learners.
      (c) Accept appropriate answers from the learners.

2. **Dangerous places in the community**
   1. (a) In an old abandoned building.
      (b) No
      (c) Accept answers like bushes, forests, rivers, under the bridges, old abandoned building, bars, lonely paths, old abandoned cars among others.
      (d) Accept appropriate responses from the individual learners.

3. **Keeping personal safety in the community**
   1. Strangers, mad people among others.
   2. (a) report (b) scream (c) routes
      (d) relate
   3. (a) The police (b) report (c) scream
   4. (a) True (b) True (c) True
      (d) True (e) True (f) False
4. Responding appropriately to security threats in the community

1. (a) A police station
   (b) To report any danger or threats.
2. (a) By the roadside  (b) No
3. (a) True (b) True (c) False
   (d) True
4. (a) dark (b) know (c) parents
   (d) forbidden (e) abandoned

Activity 13

1. (a) four (b) to schools or home
   (c) school bags
2. (a) an abandoned house
   (b) We should avoid them.
3. (a) True (b) True (c) True
   (d) False
4. (a) A stranger or a thief is jumping over the fence. A dog is barking at him.
   (b) Find out what the danger is.

9. Safe travel

A. Basic road signs

1. Recognising basic road signs

   1. A sign that guides us on how to use the road.
   2. (a) cyclists (b) Pedestrians (c) drivers
   3. (a) zebra (b) bus stop (c) hurt
   (d) motorcycles
   4. (a) Green, yellow and red. (b) three
   (c) Red - stop, yellow - get ready to go, green – go
   5. (a) Pedestrians are allowed to cross the road at that point.
   (b) Pedestrians
   (c) Accept a drawing of a children crossing sign.
   (d) Near a school

2. Using basic road safety signs appropriately

   1. right, left, right
   2. (a) stop
      (b) Drivers should stop and wait to see if the road is safe before they continue.
   3. Zebra crossing

3. Appreciating the use of basic road safety signs

   Accept a coloured drawing of a pedestrian crossing the road at the traffic lights. The traffic light should be green.

Activity 14

1. (a) Red - Stop because the pedestrians are crossing.
   (b) Yellow - Prepare to stop or prepare to go.
   (c) Green - Proceed, cross now or go.

2. (a) False (b) True (c) True (d) True
   (e) True
3. (a) Crossing the road
   (b) The stop sign for vehicles to stop.

B. Environmental and cultural events in the community

1. Importance of environmental and cultural events

   1. (a) environment (b) plant trees and clean
      (c) Environmental events (d) rivers
   2. Naming of babies, circumcision or initiation, music, wedding, drama among others.
   3. (a) peace and unity (b) social wellbeing
      (c) cultural event (d) environmental
   4. Accept a coloured tree with green leaves, bark and roots to be brown.
   5. Accept a coloured drawing of traditionally dressed people.
   6. (a) Planting tree seedlings
      (b) Accept appropriate responses from the learners.

2. Participating in cultural events

   Accept pasted pictures of the cultural event attended by the individual learner.

Activity 15

1. They help us care for the environment and make it beautiful. They also bring peace and unity in the community. People get to know one another and socialise with each other among others.
2. (a) Cultural event
   (b) It brings people together. (c) Traditionally
3. - 4. Accept appropriate answers.

10. Enterprise project

A. Waste management for income generation projects

1. Ways of using waste responsibly to generate income

   1. Accept answers like leaves from trees, waste papers, plastic bottles and bottle tops, wrappers of sweets and biscuits, food remains among others.
   2. (a) Sorting (b) Reusing (c) Recycling
      (d) reduces
   3. (a) reused (b) school kitchen (c) farmers

2. Determining suitable waste management activity to generate income

   1. (a) Bottle tops
      (b) Accept appropriate answers from the learners.
      (c) plastic bottles
2. (a) Toy cars (b) Animal feeds (c) Sandals (d) Toilet paper

3. Participating in waste management activity to generate income
1. (a) sell (b) School community and parents (c) prize giving and open days (d) Class teacher (e) buy things and visit children’s homes
2. (a) Accept a coloured picture of a kite. (b) Paper towels, greeting cards, tissue papers among others.

4. Developing interest in doing income generating activities
Accept pasted photographs of toys made from waste plastic bottles.

Activity 16
Accept appropriate answers from the learners.

Revision Exercise 3
1. (a) Ambulance – A vehicle that takes a burnt person to hospital. (b) Fire truck or engine - A vehicle that puts out fire. (c) Kerosene stove - We should put it out after use.
2. (a) False (b) True (c) True
3. (a) Charcoal jiko (b) dry (c) sun
4. Cook, for warmth, roast some food among others.
5. Accept a relevant poem.
6. Food remains, peels, papers, waste of vegetables and fruits among others.
7. (a) water and toilets (b) dangerous (c) a policeman
8. Accept a coloured picture of people cleaning a market.
9. (a) Mobile phone (b) Accept appropriate answers. (c) Strangers
10. (a) Church (b) market (c) school (d) Mosque
11. (a) police station (b) forest (c) forests (d) Accept appropriate answers.
12. sweets and money
13. (a) zebra crossing (b) walk carefully (c) Pedestrians
14. (a) Traffic lights (b) Green, yellow and red
15. (a) Environmental and cultural (b) community (c) peace and unity
16. (a) environmental (b) cultural (c) event
17. Guide learners to find the given words in the word search.

Strand 3: Caring for the environment

11. Caring for plants
A. Communicating plant protection messages in the community
1. Ways of protecting plants in the community
1. Fire, pests and diseases, strong winds, floods, drought, lightning among others.
2. (a) protected (b) weeds (c) watered (d) fire and animals
3. (a) uprooted (b) water and weed (c) weak (d) fencing around them
4. (a) Plants are being protected. (b) To prevent animals from destroying them.
5. (a) Planting tree seedlings. (b) It is important to plant trees.

2. Creating messages on plant protection
Accept plant protection messages like; protect trees from animals and fires. Do not cut down trees, they clean the air we breathe. Do not step on grass, spray plants to kill pests among others.

3. Communicating messages that protect plants
1. Accept appropriate answers.
2. Accept pasted photographs with plant protection messages.

Activity 17
1. We should protect plants because they clean the air we breathe, they are homes of animals and birds that attract tourists. They also provide us with shelter. They prevent soil erosion and floods when it rains among others.
2. (a) Putting manure on plants. (b) Manure, sunshine and rain.
3. (a) weeding (b) watering

12. Caring for animals
A. Caring for animals in distress
1. Signs of distress in animals
1. (a) Hawk and chicks (b) Running (c) danger
2. (a) True (b) True (c) True (d) True (e) False
3. (a) running (b) excited
4. (a) distress (b) sounds and appearance (c) help (d) treated (e) veterinary officer
5. Accept appropriate answers.
   (b) Reduce the load
6. (a) a leaking roof           (b) open or cold kennel
    (c) Ticks

2. Caring for animals in distress
   1. (a) Hen – b, chicken house  (b) Cow – d, cowshed
      (c) Puppy – a, kennel        (d) Rabbit – c, rabbit house
2. Accept appropriate answers.
3. Guide learners to find the words in the word search.
4. Because animals have rights and freedoms, they
   serve us and give us food.

3. Appreciating the need to relieve animals of
   distress
   Accept appropriate answers.

Activity 18
1. (a) Accept a drawing of a man washing a dog.
      (b) To remove dirt, bad smell among others.
2. (a) A veterinary doctor is treating a cow.
      (b) Accept a well coloured picture. The doctor’s coat
           should be coloured white.
3. (a) Drinking water           (b) Drinking water
4. Put a tick on all except when they are feeding.

13. Managing waste
A. Disposing of waste in the community
   1. Ways of disposing of waste in the community
      1. (a) banana peels           (b) vegetable remains
            (c) plastic bottle        (d) broken chair
      2. (a) Disposing             (b) sort               (c) Chicken waste
      3. Recycle bin waste – Broken wood, old metal, car
         tyres, plastic containers and old slippers.
         Compost pit- Egg shells, vegetable remains, food
         remains and fruit peels.
   2. Disposing of waste in the community
      1. (a) Garbage collection truck
         (b) To collect garbage
         (c) Empting the waste bin
      2. (a) Waste disposal area    (b) To dispose waste.
         (c) No
   3. Disposing waste responsibly to limit risks
      1. (a) hurt                  (b) sick               (c) insects
         (d) smell
      2. (a) fall                  (b) diseases           (c) scratch
         (d) suffocation

Activity 19
1. (a) sort                        (b) waste            (c) dump
      (d) site

2. Guide learners to find and circle the given words in
   the word search.

B. Communicating messages on managing waste
   1. Ways of communicating messages on waste
      management
      1. (a) songs and poems         (b) radio            (c) read
         (d) posters and newspapers
      2. Accept appropriate answers.
      3. Print media – magazine and newspaper.
         Electronic media – radio, television, computer and
         tablet.
      4. (a) prize giving day
         (b) Accept relevant poems from the learners.
   2. Communicating messages on management of
      waste
      1. Guide learners as they look at the pictures.
      2. (a) Accept appropriate answers.
         (b) Accept a drawing of the learner’s school
              compound with waste management message.
      3. Creating messages on how to manage waste
         1. Keep your environment clean.
         2. Accept messages like: Reduce, recycle, reuse or any
            other appropriate message.

Activity 20
1. (a)    A veterinary doctor is treating a cow.
      (b) Accept a well coloured picture. The doctor’s coat
           should be coloured white.
3. (a) Drinking water           (b) Drinking water
4. Put a tick on all except when they are feeding.

C. Engaging parents or guardians in waste
   management
   1. Ways of involving parents or guardians in
      waste management
      1. Accept appropriate answers.
      2. (a) collect and sort
         (b) sold or used to light jikos
      3. (a) given out or made into pillows
         (b) a compost pit
      2. Involving parents or guardians in waste
         management
         Accept appropriate answers.
      3. Appreciating the participation of parents or
         guardians in waste management
         Accept a created message thanking a parent for
         participating in waste management.
Activity 21
1. Paper balls, tissue papers, kites among others.
2. (a) Washing his hands. (b) To remove germs.
3. Accept drawings gloves, gumboots, overalls, breathing masks among others.
4. Accept appropriate answers.

Revision exercise 4
1. (a) sort (b) animal feeds
(c) putting waste in right bins
2. (a) reusing and recycling (b) making new furniture or as firewood.
3 - 7. Accept appropriate answers.

14. Caring for soil

A. Planting trees to protect the soil

1. Importance of planting trees
   1. (a) Some trees, others have been cut down and the land is bare.
   (b) The soil will be washed away.
   2. (a) Children are walking to school. (b) four
   3. (a) grass (b) hold (c) loose (d) trees

B. Improving soil

1. Materials used to improve the soil
   1. Accept appropriate answers.
2. (a) poor (b) manure (c) over
3. Putting dry grass around some plants.
4. (a) Mulching (b) higher ground (c) animal and plant material
5. Leaves, grass among others.
6. animal, plant
7. (a) True (b) True (c) True (d) False

Revision exercise 5
1. (a)Accept a coloured drawing of a dumpsite.
(b) Accept appropriate answers.
2. Accept a relevant poem on waste management.
3 - 4. Accept relevant answers.
5. (a) roots (b) leaves and branches (c) soil
6. Spray them if affected by diseases, build fences to keep off animals, mulch them, weed the plants among others.

Activity 22
1. The project to take two weeks. Guide learners through the duration of planting, taking the picture and pasting.
2. Accept pasted newspapers or magazines cut out pictures of river banks with trees.

Activity 23
1. cow- manure, plant - mulch.
2-3. Accept appropriate answers.

15. Caring for water

A. Exploring ways of collecting rain water

1. Ways of collecting rain water in school and in the community
   1. (a) water tank (b) Drum, troughs, basins, bucket, pots, among others.
2. Accept a drawing of water flowing into a cemented ditch.
3. (a) To grow (b) Accept relevant drawings.

B. Caring for water reservoirs in the community

1. Ways of protecting reservoirs in the community
   1. (a) water tanks (b) safe (c) covered (d) washed (e) clean
   2. Accept relevant answers.
3. Accept a drawing of a covered water tank.

2. Participating in protecting water reservoirs
   1. (a) True (b) True (c) False (d) False
   2. Accept a drawing of a covered water tank with a fence around it.
3. Appreciating the need to care for reservoirs
1. (a) regularly (b) dirty (c) horns (d) dust
2. The learner to explain how they care for water tanks at home. Learners to give suggestions, example: cleaning, covering, placing them in a safe place, fencing them and using a tap to fetch water.

**Activity 25**
1. (a) water (b) tank (c) clean
2. Guide learners to find the given words in the word search.
3. Accept appropriate answers.
4. Accept a pasted photograph of a modeled water tank with a tap.

**16. Caring for energy**

**A. Energy conservation campaigns in the community**

1. **Ways of promoting energy conservation**
   1. (a) less (b) energy conservation (c) warm
   2-3. Accept appropriate answers.
   4. Switch off lights after use, use light from one room to study, switch sockets off when not in use, use energy saving bulbs, use energy saving jikos among others.

2. **Participating in energy conservation campaigns**
   1. (a) firewood and charcoal (b) one room
   2. (a) A person sleeping with lights off.
      (b) A person sleeping with lights on.
      (b) picture a

   3. (a) The children are reading in one room.
      (b) The light is switched on and there is no one in the room.
      (c) Switch off light when not in use.
   4. (a) gas in a and firewood in b.
      (b) Accept relevant answers.
   5. (a) switched off (b) solar energy (c) solar

**3. Appreciating the need to promote energy conservation**
Accept appropriate answers from individual learner.

**Activity 26**
1. Guide learners to watch energy conservation videos, then let them write energy saving messages from the video they have watched.
2. Accept relevant poems from the individual learners.
3. Guide learners to listen to songs on energy conservation and write messages about energy conservation from the songs they have listened to.

**Revision exercise 6**
1. (a) the tap (b) gutters
2. Guide learners to watch the video on cleaning a water reservoir and then write the steps on cleaning the water reservoir.
3. (a) cover (b) save heat energy
4. (a) Allan (b) Allan
5. saving energy
6. Accept appropriate answers.
Strand 1: Health Practices

1. Health habits

1. Healthy habits that promote wellbeing

1. (a) a and d (b) c and b
2. (a) drink at least 8 glasses of water daily, eat healthy snacks, wash hands after toileting, wash hands before and after eating, wash fruits with clean water before eating them among others.
3. At least eight glasses.
4. (a) After every two hours
   (b) No, because babies eat very little food.
5. (a) ✓ (b) ✓ (c) ✗ (d) ✗

2. Importance of practising healthy habits

1. All to have a.
2. (a) Bathing and wearing clean clothes and shoes – Keeps away parasites.
   (b) Drinking sufficient clean water - Prevents illness.
   (c) Eating regularly - Helps our bodies to grow and develop well.
   (d) Doing exercises regularly - Promotes good body fitness.
3. Bathing daily, keeping nails short, wearing clean clothes, washing hands regularly especially before meals and after toileting among others.
4. Helps us not to be tired easily.
5. To grow and develop well, to keep away parasites among others.

3. Practice of healthy habits

1. Accept appropriate responses from the learners.
2. Accept appropriate answers.
3. Guide learners to complete the table appropriately.
4-5. Accept appropriate answers.

4. Love for healthy habits

Accept pasted photographs of learners sitting in the correct posture.

Activity 1
1-2. Guide learners to do the activity properly.

2. Oral hygiene

1. Common problems related to teeth

1. Accept relevant answers.
2. Tooth decay, bleeding gums, browning and staining of teeth, painful teeth among others.
3. Accept a coloured drawing of a bleeding gum.
4. (a) True (b) True (c) False (d) True
5. Accept relevant answers.

2. Ways of dealing with common problems related to the teeth

1. Eating sugary things, not brushing teeth daily, smoking among others.
2. Poor arrangement of permanent teeth.
3. (a) Brushing teeth promotes good breath and prevents bleeding of gums.
   (b) Eating carrots helps massage gums, prevents decay and strengthens teeth.
   (c) Chewing sugarcane prevents decay, bad smell and strengthens teeth.
   (d) Visiting dentist helps protect teeth and help align teeth.
4. (a) At least once a year or whenever you have a painful tooth or a gum problem.
   (b) To check on cavities, decay or gum problems.
5. (a) × (b) ✓ (c) ✓ (d) ×
6. (a) Sweets, ice cream, ice, citrus fruits, dried fruits, sodas, candies, chocolates among others.
   (b) Carrots, sugarcane, fruits, eating healthy foods among others.

Activity 2
1. Guide learners to read the poem.
   (a) Brushing regularly, eating healthy foods, visiting the dentist among others.
   (b) Accept relevant poems.
2. (a) Guide learners on making the journal.
   (b) Accept a coloured poster on good oral hygiene.

3. Cleaning the classroom

1. Importance of cleaning the classroom

1. (a) Classroom b
   (b) Accept appropriate answers.

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2. (a) Classroom b because it is neat and well arranged.  
   (b) Classroom a because it is dirty and disorganised.
3. To remove dirt and dust, to prevent spread of germs, to prevent bad smell among others.
4. clean

### Activity 3

Guide learners to do the activity according to the instructions.

4. **Use of improvised materials for cleaning utensils**

#### 1. Types of dirt found on utensils

1. (a) Oily dirt  
   (b) Milky dirt  
   (c) Oily dirt  
2. Starchy dirt  
3. (a) Fish meal – Oily dirt  
   (b) Yoghurt in glass – Milky dirt  
   (c) Mashed potatoes - Starchy dirt
4. So that utensils are sorted and cleaned according to the dirt they have.
5. (a) Starchy dirt  
   (b) Oily dirt  
   (c) Oily dirt

#### 2. Improvised materials for cleaning stains

1. (a) soap  
   (b) sponge  
   (c) steel wool or wire  
   (d) leaves  
   (e) ash  
   (f) egg shells  
   (g) sisal fiber or threads  
   (h) charcoal
2. Egg shells, leaves and ash.
3. (a) Soap – ash  
   (b) Steel wire – charcoal  
   (c) Sponge – leaves
4. They are readily available and cheap.
5. Accept answers like sand, charcoal, ash, egg shells, leaves, grass among others.
6. Accept appropriate answers.

#### 3. Preparing improvised cleaning materials

1. (a) Crush or grind charcoal.  
   (b) Sieve the crushed charcoal.  
   (c) Mix with water to make paste.  
   (d) Use a piece of cloth with the paste to wash the utensils.
2. (a) Materials needed: Egg shells, grinding stone or mortar and chisel.  
   (b) Steps: Dry egg shells in the sun until completely dry. Grind or crush them in a mortar using a pestle. Mix with little water to make paste. Use to scrub utensils.
3. (a) Collecting ash from a fire place.  
   (b) Sieving the ash.  
   (c) Scrubbing the pan using the ash.  
   (d) Rinsing the pan.
4. Watch out for any sharp objects on the floor such as pencils and razors on desks, be careful of any broken furniture or window, take care of the slippery floor among others.

#### 4. Importance of having clean classrooms

1. (a) daily  
   (b) No  
   (c) Yes  
   (d) we feel sad  
   (e) we are ready to help  
   (f) excited  
   (g) pick them up
2. Guide learners to fill the journal as instructed.
3. Daily in order to remove dust and dirt which cause diseases.
4. Tell them that cleaning is important because it helps remove germs that cause sickness and it freshens air.

### 4. Cleaning utensils using improvised cleaning materials

1. d, a, c then b  
2. Accept appropriate answers.
3. Accept appropriate answers.
5. Appreciating the use of improvised cleaning materials

Accept appropriate answers.

**Activity 4** 🗓

Guide learners appropriately.

**Revision Exercise 1**

1. b and c
2. (a) cavity or decay (b) painful teeth (c) poor arrangement or stained teeth browning of teeth.
3. To keep us healthy, strong and fit. To be socially acceptable among others.
4. To remove dirt and dust that cause diseases; to have fresh air among others.
5. (a) Cleaning the compound. (b) Sweeping the floor. (c) Removing cobwebs. (d) Removing cobwebs, wiping windows, wiping desks and sweeping the floor.
6. (a) dust pan (b) broom (c) piece of cloth or rug
7. Class b
8. It is clean and fresh. It is well organised.
9. (a) Milky (b) Greasy (c) Starchy
10. Sponge, soap, steel wool
11. (a) Ash or charcoal and leaves or grass - Scrubbing pans. (b) Ash and leaves - Plates, cups, glasses and crockery. (c) Powdered egg shells - Scrubbing pans
12. (a) egg shells (b) charcoal
13. (a) Dry them completely. (b) Grind them in a mortar. (c) Mix with a little water to form a paste.
14. They are cheap and easily available.
15. (a) scrubbing a pan (b) rinsing the pan.
16. Guide learners to find the given words in the word search.
17. Brushing, eating carrots, chewing sugar-cane, reducing or stopping sugary foods, stop smoking among others.
18. Brushing daily and eating healthy foods.
19. (a) improvised (b) chewed stick (c) water
20. (a) False (b) False (c) True (d) True

5. Proper use and storage of medicine

1. Medicines for internal and external use at home
   1. internal  2. External
   3. (a) Internal (b) Internal (c) External (d) Internal
   4. external

2. Instructions on dosage of medicine for various ailments
   1. (i) Take one teaspoon twice a day. (ii) Take for three days. (iii) Take the medicine after meals.
   2. (a) Three times (b) After meals (c) One teaspoon
   3. (a) Take one teaspoon once a day. (b) Take one tablespoon four times a day after meals. Do not take alcohol. (c) Take one teaspoon thrice a day. Do not drive.
   4. (a) No (b) It had expired.
   5. The medicine is an ointment. Use it externally. Apply it two times a day, morning and evening.
   6. Read the instructions on the packet or bottle.

3. Practice proper storage of medicine
   1. (a) Keep away from children. (b) Keep in a cool dry place. (c) Keep medicine away from fire.
   2. (a) Picture a, the medicine is poorly stored. The child is drinking medicine carelessly from a bottle. Picture b, the medicine is well stored in a cabinet. It is labeled.
   3. (a) ✗ (b) ✗ (c) ✗ (d) ✗
   4. Children may also drink them.
   5. Medicine should be stored in a cool dry place.
   6. (a) True (b) True (c) False (d) True (e) True

**Activity 5** 🕒

Guide learners on the given activity.

6. Making water safe for drinking

1. Ways of water contamination in the environment
   1. (a) Bathing, washing clothes and cars in the river. (b) Animals drinking from the river.
   2. Throwing waste in rivers, waste from factories released in rivers, animal wastes, sewage leakage into a water source among others.
   3. It can cause diseases like typhoid, cholera among others.
   4. Accept any of the following: washing clothes and bathing in rivers, washing bicycles and motor bikes in rivers, swimming in rivers among others.
   5. Accept appropriate answers.
2. Differences between clean looking water and safe water
1. Clean looking water is good for domestic use, safe drinking water has to be boiled.
2. Accept appropriate answers.
3. Boiled water
4. (a) x  (b) x  (c)  (d) x  (e) 
5. It is contaminated and can cause sickness.

3. Importance of drinking safe water
1. It has no germs.
2. Cholera, diarrhoea, typhoid.
3. diseases

4. Making water safe for drinking
1. Boiling and treating
2. (a) boiling  (b) It kills germs.
3. Accept a relevant answer.
4. Filter, boil, cover and let it cool.
5. (a) Disagree. Germs are not killed by filtering.
     (b) Agree. Boiling kills germs.
     (c) Agree. It has germs that cause diseases.

5. How to store boiled water for drinking
1. (a) jerrican  (b) pots  (c) bucket or pail  (d) bottle
2. lids
3. To prevent dust and dirt from entering into the water.
4. tight  5. Accept appropriate answers.

6. Appreciating the need for safe water for drinking
Accept appropriate answers.

Activity 6
Guide learners on the activity and mark appropriately.

7. Kitchen garden
1. Forms of kitchen gardens
   1. A small garden for growing vegetables.
   2. (a) wooden box  (b) real garden
   (b) tins, sacks, pots, carton boxes.
3 - 4. Accept relevant responses from the individual learners.

2. Different crops grown in kitchen
1. (a) Cabbage, maize
2. (i) Make holes in your carton box.
     (ii) Put soil in the carton box.
     (iii) Put seeds in the carton box.
     (iv) Water your kitchen garden.
3. Sukuma wiki, spinach, carrots, onions, tomatoes, cabbages.

4. Yes, so that they are protected from drying and getting diseases.
5. Sugarcane, trees and coffee.

3. Importance of kitchen garden at home and in school
1. They provide vegetables.
2. Accept appropriate answers.
3. It provides vegetables for the family.
4. (a) difficult  (b) yes, because vegetables are easy to get.
5. Because they are well cared for.

4. Creating a kitchen garden at home and school
1. Accept a list of vegetables.
2. It will serve the school or family.

5. Appreciating a kitchen garden at home and school
1. Very much
2. Accept appropriate answers.
3. Guide learners on how to create a poster.
4. Watering, weeding, pruning and putting manure.

Activity 7
Guide learners on how to do the activity.

Revision Exercise 2
1. (a) internal  (b) internal  (c) external
2. Taken by mouth
3. (a) three times  (b) syrup
4. They can easily take them.
5. Picture b
6. Accept appropriate answers.
7. germs
8. No
9. (a) Boiling  (b) Pan, water, jiko, charcoal, match box and sticks, lighting materials.
10. boiling and treating  11. germs
12. clean and covered containers  13. covers
14. (a) pot  (b) bottle  (c) gourd
15. (a) sacks  (b) wooden boxes  (c) real garden
16. Any type of vegetable.
17. They provide vegetables.
18. Identify the type of garden, prepare it, plant the seeds, and water it.
19. (a) watering  (b) weeding  (c) dentist
20. They let in fresh air and dust is also removed through them.
8. Care of toilets, latrines and urinals

1. Reasons for cleaning toilets, latrines and urinals
   1. (a) latrine (b) toilet (c) urinal
   2. To remove bad smell, to kill germs, to prevent molds from growing, to make them look clean and smell nice among others.
   3. flies and bad smell 4. Get sick
   5. Daily or after every few hours if used by many people.

2. Materials used in cleaning a toilet, latrine and urinal
   1. (a) They are cleaning the toilet, latrine and urinal.
      (b) Mops, brushes, water, buckets and rugs.
   2. (a) gloves (b) broom (c) toilet brush
      (d) ash (e) water bucket (f) mop
   3. Ash, broom, water bucket.
   4. Ash, egg shell powder and water bucket.

3. Procedure of cleaning a toilet, latrine and urinal
   1. Put in the cleaning detergent, scrub using the brush, clean the inner sides using a rug then flush.
   2. First: Sprinkle water on the floor. Next: Sweep the floor. Then: Sieve the ash. After that: Sprinkle ash on the floor and around the pit. Finally cover the pit.
   3 – 4. Accept appropriate answers.
   5. Guide learners and mark appropriately.

4. Appreciating the need of a clean toilet, latrine and urinal
   1. toilet 2. Every day
   3. Toilet, latrine or urinal
   4. Every day 5. clean it

5. Appreciating the need for a well - made bed
   Mark appropriately and advise the learners accordingly.

Activity 8
Guide learners on the given activity and mark appropriately.

Strand 2: Personal Hygiene

9. Bed making

1. Material used as bedding
   1. (a) mattress (b) pillow (c) bed sheets
      (d) blanket (e) duvet (f) mat
   2. Mark appropriately.
   3. (a) blanket (b) mattress (c) pillow
      (d) sheet
   4. Mattress and pillows

2. Uses of different bedding materials
   1. blanket or sheet 2. To raise head
   3. (a) We lie on it when sleeping.
      (b) It is spread on the mattress and it is also used for covering ourselves when sleeping.
   4. Blanket
   5. To keep us warm. To prevent us from getting sick.
   6. duvets

3. How to make a bed
   1. (a) (a) Making the mattress straight.
      (b) Spreading the sheet on the mattress.
      (c) Spreading the duvet on top of the sheet.
      (b) Accept appropriate answers.
   2. In the morning 3. Accept appropriate answers.

4. Importance of making a bed
   1. Bed ‘a’ because it is well made and looks comfortable.
   2. To keep off dust. To keep our bedrooms neat. To make our bedrooms look beautiful.
   3. To avoid accident when we trip over things. To find what we need easily. For comfort. To sleep well.
   4. Beautiful, comfortable, neat and tidy.
   5. well

5. Appreciating the need for a well - made bed
   Mark appropriately and advise the learners accordingly.

Activity 9
Guide learners and mark appropriately.

Revision Exercise 3
1. Accept appropriate answers. 2. safe
3. Mark appropriately. 4. filtering
5. Broom, mop, buckets, papers among others.
6. (a) Wooden boxes (b) Tins (c) real garden.
7. Treated and boiled
8. Accept any kind of vegetable.
9. To keep off bad smell and to keep off flies and cockroaches.
10. Two sheets and a duvet 11. pillow, blanket
12. To make it look neat and tidy, to make it look comfortable, to keep off dust among others.
13. (a) oily or greasy (b) starchy (c) milky
14. (a) Syrup (b) 2/8/2022 (c) three times
15. (a) sleeping (b) brushing teeth (c) playing
16. (a) Syrup (b) 2/8/2022 (c) three times
17. Guide learners to find the given words in the word search.
18. Accept a pasted photograph of a well-made bed.
10. Prevention of parasites in and out of the body

1. **Common external parasites found on the body**
   1. (a) fleas (b) louse (c) house fly (d) tick (e) bed bug (f) louse
   2. (a) hair (b) feet
   3. outside
   4. Flea, external

2. **Common external parasites found on the body**
   1. Fleas, lice, bed bugs, ticks, ear mites among others.
   2. Accept appropriate answers.

3. **Common internal parasites found in the body**
   1. (a) liver-fluke (b) tapeworm (c) round worms
   2. (a) round worms, hookworms, tape worms (b) liver flukes
   3. inside
   4. (a) tapeworm (b) round worm (c) liver - fluke

4. **Causes of internal and external parasites**
   1. External and internal
   2. Roundworms or ringworms
   3. Poor personal hygiene or dirty environment.
   4. a, d, e, g and h.
   5. Not bathing, wearing dirty clothes, sharing personal things, eating uncooked food, not washing hands after visiting the toilet or before eating among others.
   6. jigger

5. **Effects of parasites to the body**
   1. blood
   3. Scratching or itching and not walking comfortably because of jiggers.
   4. (a) Suck blood. Swelling of feet, disfigure the feet, may poison blood and may cause tetanus. (b) Make us weak and tired. Can cause diarrhea. Stomach pains. Losing weight.
   5. (a) Scratching or feeling itchy. (b) Cannot walk properly. (c) Big stomach

6. **Importance of personal cleanliness in preventing parasites infestation**
   1. Bathing, wearing clean clothes and shoes, living in a clean environment among others.
   2. Washing hands, washing fruits, drinking safe water, eating cooked meat, wearing shoes, eating fresh food among others.
   3. Accept appropriate answers and advise accordingly.

7. **Practising personal cleanliness to prevent parasite infestation**
   1. Practice personal hygiene and live in a clean environment.
   2. Accept appropriate answers.
   3. Practices that prevent parasites; wearing shoes, washing hands, washing fruits and using the toilet.

**Activity 10**
Guide learners and mark appropriately.

11. Personal hygiene during bed wetting

1. **Causes of bed wetting**
   1. Fear, drinking a lot of water just before going to bed, anxiety, stress, having immature bladder among others.
   2. (a) Unhealthy practice because healthy people wake up and go to the toilet.
   3. (a) No (b) because it can happen to anyone.
   4. Immature developing bladder, fear, anxiety, dreaming, drinking too much water just before going to bed.

2. **Effects of bed wetting**
   1. (a) Soggy bedding (b) Sores or rashes
   2. Skin problems, bad smell, lice, bedbugs, fleas, low self-esteem, being teased by others.
   3. Low self-esteem and being teased by others.
   4. Skin problems and external parasites.
   5. Low self-esteem, embarrassment, being teased by others, avoiding social groups.

3. **Hygiene practices to observe during bed wetting**
   1. Air the mattress to dry daily, bathe daily in the morning, wash sheets and sleeping clothes daily, put on clean clothes, avoid drinks just before bedtime.
   2. air
   3. Wash the sheets and air the mattress.
   4. bathe
   5. Airing mattress and washing bedsheets daily.

**Strand 3: Foods**

12. Eating habits and values

1. **Foods available in the community**
   1. Accept appropriate answers.
   6. (a) ugali (b) beef or meat (c) oranges (d) fish (e) spinach (f) beans (g) bread (h) bananas
Activity 12
Guide learners and mark appropriately.

2. Reasons for not eating certain foods
1 - 2. Accept relevant responses from the learners.
3. faith or religion
4. He is a baby and has no teeth to chew.
5. culture or allergy

Activity 13
Accept appropriate answers.

3. How to handle people who do not eat some foods
1. force 2. c and e 3. what food they eat
4. respected 5. respect

Activity 14
Guide and supervise the activity. Mark appropriately.

13. Food etiquette
1. Good table manners to observe when taking meals
1. etiquette
2. (a) Good table manners: Picture b, c, and e.
(b) Bad table manners: Picture: a, d and f.
3. (a) Good table manners: Washing hands before meals, talking in low tones when having meals, chewing food with your mouth closed, eating at the same pace as the others, using correct cutlery and crockery.
(b) Bad table manners: Too much food in the mouth, reaching for items too far on the table, putting elbows on the table, licking your plate after eating.
4. Good table manners

2. Importance and practice of good table manners
1 - 2. Accept appropriate answers.
3. They do not know them, they have not been taught, they are not willing to learn and change and they are forgetful.
4. (a) Putting too much food in the mouth - Gives people nausea.
(b) Chewing food with the mouth open - Makes food drop from your mouth.
(c) Playing while having a meal - Can cause the food to choke you.
(d) Reaching out for food items too far - May cause food spills on the table.
(e) Talking aloud while eating - Food particles may spill on others.

(f) Eating very slowly - Makes you remain behind
(g) Washing hands before a meal - Keeps germs away.

Activity 15
Guide learners accordingly.

14. Food groups
1. Reasons for eating food
1. To be healthy, to protect ourselves from diseases, to grow, to live, for energy among others.
2. (a) True (b) False (c) False (d) True (e) True

2. Groups of food
1. True
2. Carbohydrates, proteins or body building, vitamins or protective.
3. (a) Body building - Eggs, beans, milk
(b) Protective - Pawpaw, spinach, oranges, carrots
(c) Energy giving - Ugali, rice
4. body building 5. protective

3. Importance of eating food from all the food groups
1. balanced diet
2. To keep us healthy, to protect us from diseases, to help us grow well, to get energy to work and play among others.
3. They will become sick.
4. Vegetables and fruits
5. the three main groups of food

Activity 16
Guide learners as they fill the table appropriately.

15. Food and fitness
1. Reasons why some people eat too much or too little
1. They are angry, unhappy, because of the taste of food, because of the good food colour among others.
2. They are sick, there is not enough food, the taste of food among others.
3. (a) a (b) b
4. (a) Yes (b) They need a lot of energy to do the work.
5. (a) By serving the right portions.  
(b) Because the body is resting.  
6. (a) True  (b) True  (c) False  (d) False  
(e) True  (f) True  

**Activity 17**
Let them share stories in groups.

**2. Risks of eating too much or too little**
1. Gaining a lot of weight, always tired, is lazy among others.  
2. One can be too weak, is always sick, gets tired quickly among others.  
3. (a) too much food  (b) obesity  
4. Because it can cause heart diseases or difficulty in breathing.  
5. little  
6. (a) too much  (b) little  

**Activity 18**
Guide the learners and mark accordingly.

**3. Reasons why physical exercise is important**
1. (a) Picture a  
( b) They are playing and exercising their bodies, they are also actively involved.  
2. (a) skipping  (b) swimming  
(c) racing and cheering  
3. It helps the body to be physically fit and always active. It also help prevent lifestyle diseases.  
4. (a) High blood pressure, obesity, back pains, asthma, diabetes among others.  
(b) Thirty minutes  
5. Becoming overweight and not physically fit.  
6. To grow and develop well.

**Activity 19**
Guide learners and mark appropriately.

**16. Safety in food storage**

1. **Storage facilities for food at home**
   1. Accept appropriate answers.  
   2. (a) refrigerator  (b) cupboard  (c) egg tray  
      (d) plastic container  
   3. Refrigerator and coolers.  
   4. Accept answers like sacks, boxes, shelves, tins, bottles, cupboards, baskets among others.  
   5. Cupboards and baskets.  

2. **Where to store cooked and raw foods at home**
   1. Accept answers like; on shelves, cupboards, pans, baskets among others.  
   2. Refrigerator  
   3. Accept appropriate answers.  


**Revision Exercise 4**
1. (a) religion  (b) health  (c) available  
   (d) culture  
2. Washing hands before eating, chewing food with closed mouth, putting enough food in the mouth, asking for an item to be passed, using correct cutlery among others.  
3. Spilling food on the table, causing others to feel nauseated and getting sick.  
4. (a) Energy giving food – chapatti, ugali, cassava  
   (b) Body building foods – beans, chicken, fish, pork  
   (c) Protective foods – cabbage, orange, apple, carrots  
5. To be healthy and develop well.  
6. To avoid sickness and to be healthy and fit.  
7. (a) Eating too much  (b) Eating very little  
   (c) Eating too much  
8. Carrots, cabbage, fruits.
Strand 4: Safety Education

17. Common accidents and basic First Aid

1. Common accidents that occur in school
   1. Falls, cuts, nose bleeding, fainting, foreign objects in eyes, nose, ears, sprain, fractures among others.
   2. (a) fall while racing (b) fall from a tree (c) fall in a pit (d) sprain
   3. (a) False (b) False (c) True

2. Causes of common accidents in schools
   1. Racing, swinging, climbing on trees, running, pushing when playing among others.
   2. (a) Falls, sprains, and fractures.
   (b) Slippery floors, wet floors, crowded classes, rubbish, disorganised classrooms and sharp objects.
   3. graze

3. Ways of preventing common accidents in school
   1. walking
   2. Do not run, dry the floors completely, arrange the class well, clean the school environment, put rubbish in a waste bin, keep tools and equipment in the right place.
   3. Drying wet floors, filling up open holes, avoiding running.
   4. Mark appropriately.

4. First Aid for fainting and nose bleeding
   1. (a) help
   2. Fainting
   3. (a) under a shed (b) tight (c) legs (d) breath
   4. (a) She slightly leaned forward and pinched her nose.
   (b) Gone to the hospital to see a doctor.

Activity 21

Guide learners and mark appropriately.

Revision Exercise 5

1. (a) fridge or refrigerator (b) egg tray (c) sack (d) cupboard
2. Body building and energy giving foods
3. (a) all of them
4. Clean and cool
5. be fresh and usable
6. (a) pit or hole (b) the axe (c) thorn and walking bare foot (d) banana peel
7. Accept appropriate answers.
8. Accept appropriate answers.
9. (a) fainting (b) nose bleeding
10. (a) Filtering (b) Boiling
11. Accept any type of vegetable.
12. To remove dirt, make it straight, tidy, beautiful and comfortable.
13. Tick, louse and flea.
15. Etiquette or good table manners.
16. Protective foods

18. Packaged foods

1. Types of packaged foods sold in local market
   1. These are foods already packed in a packet, tin or bottle.
   2. Milk, bread, sugar, rice, wheat flour, cooking oil, blue band among others.
   3. Accept appropriate answers.
   4. Solid foods; sugar, bread, flour, cooking fat. Liquid foods; milk and soda.
   5. Bread, nuts, sodas, yoghurt among others.

2. Basic information on packets or containers used for packaging foods
   1. (a) (i) Name, quantity and the expiry date (ii) Name and quantity (iii) Name, quantity and expiry date (iv) Name and quantity.
   (v) Canned meat; 500 gm, best before 20/7/2019. Milk 500 ml best before 19/7/2018.
   2. (a) When it was packed.
   (b) Nutritional information
   (c) How to store it.
   3. (a) True (b) True (c) False (d) False
   4. (a) front (b) side (c) back

3. Importance of the basic information found on food packaging
   1. (a) To find out if it is fresh or not.
   (b) To know the nutritional value.
   (c) To know how to store it.
   (d) To know how to prepare the food.
   2. (a) Quality mark - Shows whether it is fit for use.
(b) Manufacture and expiry date - Helps to know when it will go bad.
(c) Weight of content – Tells us the amount of food.
(d) Storage conditions – Helps know where to store.
(e) How to use – Helps to know how to prepare.
(f) Best for – Helps to know the right people to use.

3. Accept appropriate answers from the learners.

**Activity 22**

Guide learners and mark appropriately.

### Revision Exercise 6

1. (a) bruise (b) sprain (c) fall
2. Mark appropriately.
3. (a) fainting (b) nose bleeding
4. Accept appropriate answers.
5. (a) 2/4/2021 (b) 200 grams (c) KEBS
6. (a) decay or cavities (b) leaves (c) charcoal
7. (a) external (b) internal (c) external (d) internal
8. (a) lice (b) jiggers or ring worms
9. germs 10. Boiling
11. (a) tyres (b) wooden boxes
12. ash and broom 13. flush
14. (a) lice (b) jiggers or ring worms
15. (a) Sores because of bed wetting, (b) Soggy bedding because of bed wetting.
16. Germs
17. (a) False (b) True (c) False (d) False (e) True (f) False
18. Check whether the route is coloured correctly.
19. Accept a pasted picture of a kitchen garden.

### Good table manners | Bad table manners
---|---
Washing hands before eating. | Putting too much food in the mouth.
Chewing food with closed mouth. | Talking with food in the mouth.
Talking in low tones. | Talking loudly when eating.

17. (a) False (b) True (c) False (d) False (e) True (f) False
18. Check whether the route is coloured correctly.
19. Accept a pasted picture of a kitchen garden.
Strand 1: Creation

1.1. Self-awareness

Appreciating ourselves
1. (a) Children playing
   (b) Two males and two females.
   (c) God
   (d) image and likeness
2. -4. Accept appropriate answers.

God as the creator of every part of our body
1. made, part, me, mother’s
2. every part
3. Accept a coloured drawing of a boy or a girl with well labeled body parts.
4. serve
5. Accept appropriate answers.

Controlling our thoughts and feelings
1. (a) Bad thoughts about the sister’s gifts.
   (b) He was happy when the sister was born.
   (c) We should be happy with others, play with them, not to be jealous about other’s things among others.
2. Accept relevant responses from the learners.
3. 

<table>
<thead>
<tr>
<th>Good thoughts and feelings</th>
<th>Bad thoughts and feelings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playing with others.</td>
<td>Fighting those who hurt us</td>
</tr>
<tr>
<td>Helping others when they need help.</td>
<td>Cheating</td>
</tr>
<tr>
<td>Praying for others.</td>
<td>Copying other people’s work</td>
</tr>
<tr>
<td>Going to Church.</td>
<td>Not completing classwork and homework</td>
</tr>
<tr>
<td>Helping parents or guardian at home.</td>
<td>Jealous</td>
</tr>
<tr>
<td>Loving your friends.</td>
<td>Abusing others</td>
</tr>
<tr>
<td>Telling the truth.</td>
<td>Stealing</td>
</tr>
</tbody>
</table>
4. (a) jealous
   (b) stealing
5. (a) They are fighting.
   (b) No

(c) Report to the teacher, guardian or parent, forgive them.
6. To avoid hurting ourselves and others.

Making acceptable choices
1. (a) A happy girl and a sad child.
   (b) The face in picture a.
   (c) The face in picture b.
   (d) Yes
2. Good 3. problems
4. (a) False   (b) True   (c) False   (d) True
   (e) True   (f) False   (g) True   (h) False
5. Mark appropriately.

Activity 1
Guide learners to do the activity individually to bring out their thoughts.

1.2. My family

Head of the family
1. (a) Accept appropriate answers.
   (b) father, mother, father
2. Accept appropriate answers.
3. Father, mother and children. (A single parent family is also nuclear).
4. (a) Accept appropriate answers.   (b) Picture a
   (c) Picture b

Nuclear and extended family members
1. (a) Nuclear   (b) Extended
   (b) Family A- Father, mother and children.
   Family B – Grandfather, grandmother, father, mother and children.
2. sister 3. Grandparents 4. brother
5. uncles 6. cousins 7. united

Family tree
1. This is the relationship of an extended family from the eldest member to the youngest.
2. related 3. family

Activity 2

1. Grandparents, uncles, aunts, cousins, parents and children.
2. Weddings, birthday parties, funerals, family gatherings, initiation ceremonies.
3. Accept any of these: Answering when called, being sorry when a mistake is done, being obedient, being respectful and honest among others.
4. Accept a drawing of a family tree.

1.3. Adam and Eve

**God the creator**
1. Adam and Eve
2. Lord, sleep, one, ribs, made, woman
3. (a) Adam and Eve in the Garden of Eden. 
   (b) In the Garden of Eden. 
   (c) In his own likeness and image.
4. Accept a picture of Adam and Eve in the Garden of Eden.

**Adam and Eve disobey God**
1. (a) Eating the fruit in the middle of the Garden. 
   (b) No, because God had warned them not to eat the fruit that was in the middle of the Garden.
2. Woman, wonderful, beautiful, fruit, good, wise, husband, ate, eaten, understanding, naked, leaves, covered.

**Results of disobeying God**
1. knowledge, die 
2. snake
3. Adam and Eve, disobeyed 
4. Disobedience 
5. sinned 
6. Garden, Eden
7. (a) Picture a: Eve is giving Adam the fruit.  
   Picture b: Adam and Eve have realised that they are naked and have covered themselves with sewed fig leaves. God is calling Adam. 
   Picture c: Adam and Eve are leaving the Garden of Eden. 
   (b) He would die if he ate the fruit. 
   (c) God punished them, He sent them out of the Garden of Eden.

**Obeying our parents**
1. (a) Juma is running to his parent who is calling him. 
   (b) Yes 
   (c) Accept appropriate answers.
2. obey 
3. promise 
4. They become angry. They punish us.

**Obeying our teachers**
Accept appropriate answers.

**Activity 3**
1. Sixth day or day six 
2. Day and night or light and darkness, heavenly bodies, birds, fish, animals, vegetation, sky and sea, sun and moon, all creatures.

3. (a) To care for or cultivate the Garden. To eat fruits from any tree in the garden, but not from the tree of knowledge of good and evil. 
   (b) No, because they ate from the tree of knowledge of good and evil. 
   (c) God sent them out of the Garden of Eden.
4. Guide learners to find the given words in the word search.
5. They mean good to us, it makes them happy, it makes us live in peace and harmony, it shows we respect and love them.

**Strand 2: The Holy Bible**

**The Bible as a Holy Book**
1. (a) yes 
   (b) At home, school and bookshop. 
   (c) (i) Exercise book is used in class and home. 
   (ii) Diary anywhere to write important things. 
   (iii) Bible is used in school, home and Church. 
   (d) The Holy Bible, because it is the holy word of God. 
   (e-f) Accept appropriate answers.
2. holy 
3. Because it is the holy word of God that tells us what God wants us to do.

**Writers of the Bible**
1. holy word 
2. Old, New 
3. God 
4. Many 
6. God, teaching, correcting, rebuking, instructions, good/right/proper. 
7. read, holy word 
8. respect and care 
9. Because it is the holy word of God. It guides us on how to live.

**Books in the New Testament**
1. 27 books 
3. Four 
6. Jesus’s Christ’s life 
8. Accept any teachings of Jesus Christ from the Bible.

**The Bible as a guide**
1. Accept appropriate answers. 
2. always obey 
3. Any time 
4. lamp, light 
5. It tells us how God wants us to live with others and what we should do.
2.2. Moses and the burning bush
The call of Moses
1. (a) Church (b) It is a house of God. (c) Going to Church on time, sitting quietly and listening to the word of God, dressing well to Church, being obedient among others.
2. (a) The house is on fire. (b) Property is destroyed, sometimes people are burnt to death and sometimes they are seriously injured. (c) Scream as you run out, do not go back for anything.
3. (a) Moses was taking care of Jethro’s sheep at Mount Sinai. (b) Moses saw the burning bush and became curious as to why the bush was burning but was not getting consumed. (c) Moses removed his shoes and covered his face because he was afraid to look at God.
4. Jethro 5. Mount Sinai 6. burning bush 7. burning up 8. closer 9. Because he was afraid to look at God. 10. He was afraid to look at God. 11. Yes 12. Church, praying
Obedience
1. He removed his shoes and did not move closer to the burning bush.
2. By doing what we are told to do, helping with chores or work, being thankful to our parents, being honest, respecting and being kind to all people among others.
3. Respecting our teachers and other learners, completing our work on time, obeying school rules, being honest and kind among others.
4. obey
5. By obeying our parents and teachers when we do what we are told to do, being honest and kind to others, completing our work on time among others.
6. It helps us to live in peace and harmony.
2.3. The big fish swallows Jonah
Jonah’s story
1. (a) God sent Jonah to Nineveh to tell the people to stop sinning. But he disobeyed and entered a ship in Joppa to go to Spain. God sent a great storm to make the ship sink as Jonah slept. (b) The sailors threw Jonah into the sea to stop the ship from sinking. (c) A big fish swallowed Jonah. Jonah stayed in the belly of the fish for three days and nights, but he was praying. Then God made the fish to spit Jonah on dry land.
2. Nineveh, wicked, Lord, Joppa, Spain, wind, storm, breaking, sailors, calmed, swallowed, three, prayed, forgave, spit.
Results of disobedience
1. Nineveh, Joppa 2. disobeyed 3. He made a big fish swallow him up and he stayed in the stomach of the fish for 3 days and nights. 4. obey God 5. We are punished, we make others angry, we feel bad among others. 6. everywhere 7. Ask God to forgive us 8. We have a lot of peace, we make others happy.
Activity 2
1. By removing his shoes and not moving closer to the burning bush.
2. (a) He was taking care of sheep. (b) God spoke to him and he hid his face.
2.4. Naaman is healed

The story of Naaman’s healing

1. (a) A bad skin disease or leprosy  
   (b) Yes  
   (c) Elisha  
   (d) He bathed in River Jordan seven times.  
   (e) Accept relevant answers.
2. (a) Naaman, leprosy  
   (b) Syrian  
   (c) soldier, skin  
   (d) slave, prophet, Samaria  
   (e) Elisha, seven, Jordan  
   (f) obeyed  
   (g) in Israel  
   (h) pray, faith, heal

2.5. The three Hebrew men rescued from fire

Shadrach, Meshach and Abednego

1. (a) People are worshipping a statue.  
   (b) It is wrong because we should worship God alone.  
   (c) We shall not make for ourselves an image of any form and bow before it, if we do, God will punish us.
2. (a) Shadrack, Meshach and Abednego.  
   (b) worshipped only one God  
   (c) God  
   (d) pray to God to help us.
3. ii, vi, iii, v, i, viii, iv, vii

2.6. Elisha and the boys

Elisha and the boys

1. (a) An animal is chasing a boy.  
   (b) Yes, because the animal can bite you.  
   (c) Accept appropriate answers.  
   (d) Not playing with animals, walking far from stray animals among others.
2. Jericho, Bethel, boys, baldy, cursed, Lord, bears, woods, 42
3. (a) Elisha is cursing the boys and two bears are killing them.  
   (b) baldy  
   (c) disrespectful  
   (d) 42 of them were killed by the two bears.

Respecting the elderly

1. Helping them, not abusing or making fun of them, doing what they tell us among others.
2. The elders curse and punish them.
3. Elisha 4. Elisha
5. (a) Accept appropriate answers.  
   (b) respect  
   (c) blesses

2.7. The three Hebrew men rescued from fire

Trust God

1. They trusted and had faith in only One God.  
2. (a) Accept relevant answers.  
   (b) four  
   (c) An angel  
3. God 4. were not burnt  

Activity 4

1. (a) Elisha  
   (b) horse  
   (c) soldier  
   (d) Elisha  
   (e) obeyed  
   (f) seven  
   (g) leprosy  
   (h) Naaman  
   (i) Jordan  
   (j) Samaria  
2. Guide learners to find the given words in the word search.
3. Accept a coloured drawing of Naaman in River Jordan.

Activity 5

1. You will get burnt.
2. (a) False  
   (b) True  
   (c) False  
   (d) True  
3. Mark appropriately.
4. Advise them that it is not right and not to do them.
5. Accept a coloured drawing of three men in a fire.

Trust God

1. They trusted and had faith in only One God.  
2. (a) Accept relevant answers.  
   (b) four  
   (c) An angel  
3. God 4. were not burnt  

Activity 6

1. Accept appropriate answers.  
2. Accept any of the following: Greet, obey, honour, respect, be kind, seek guidance, help and listen to them.
3. (a) True  
   (b) True  
   (c) False  
   (d) False  
   (e) True  
   (f) False  
   (g) False  
   (h) True  
4. Accept a coloured drawing of a big bear.

Exercise 1

1. God 2. thank 3. together, womb 4. right choice 5. (a) good  
   (b) bad  
   (c) bad  
   (d) good  
   (e) bad  
   (f) bad  
6. (a) God  
   (b) Adam and Eve  
7. obey and respect 8. They were free to eat from any tree in the Garden but not from the tree of knowledge of good and evil.  
9. disobey  
10. They ate from the tree of good and evil which was in the middle of the Garden of Eden.  
12. (a) Father  
   (b) Provides the needs of the family, cares for them, teaches them God’s word, prays for them among others.  
   (c) Accept appropriate answers. 
13. extended  
14. Mark appropriately. 
15. Guide learners to find the following names in the word search. Grandfather, grandparents, mother, father, sister, husband, wife, brother, daughter and son. 
16. Holy Bible 
17. Accept any three of the Bible writers. 
20. Teaching, correcting, rebuking and training in righteousness. 
21. sheep and goats 
22. standing on a holy ground 
23. He removed his sandals and did not move closer to the burning bush. 
24. prophet 
25. Elisha 26. seven 27. God 
28. leprosy 
29. (a) Three (b) King Nebuchadnezzar (c) Shadrach, Meshach and Abednego. (d) They refused to worship the golden statue. (e) An angel 
30. Nineveh, Joppa 
31. Mark appropriately. 
32. The big fish, three 
33. He made the sailors to throw him into the sea and a big fish swallowed him up. 
34. forgiveness 35. Samaria 36. Elisha 
37. Pastors, parents, old people, members of extended family among others. 
38. (a) respect (b) They are our elders, teach us how to behave, tell us stories of how to live well in the community among others. (c) Help them, obey them, take care of them, carry luggage for them, give them seats, greet them, appreciate them among others. 
39. Eve, Adam and Jonah. 

Strand 3: The early life of Jesus Christ 

3.1. Wise men guided by the Star 

The three wise men 

1. (a) The three wise men are guided by the star. (b) a star (c) the star (d) myrrh, gold and frankincense. 

Activity 1 

1. (a) Jesus (b) three (c) wise men (d) east (e) Jerusalem (f) Bethlehem (g) Judea (h) king (i) Jews (j) star (k) worship 
2. Guide learners appropriately. 
3. Accept a coloured drawing of the wise men being guided by the star. 

3.2. Home town of Jesus Christ 

My hometown 

1. Accept relevant answers. 
2. (a) Nazareth (b) strong (c) wisdom, blessings 

Activity 2 

Accept appropriate answers. 

3.3. The good Samaritan 

The good Samaritan 

1. A man was going from Jerusalem to Jericho. Robbers attacked him and left him half-dead. A priest and a Levite just passed by and did not help him. A good Samaritan cleaned his wounds and took him to an inn. He asked the inn-keeper to care of the man, then he would pay. 

2. (a) Jerusalem to Jericho, half-dead (b) priest and a Levite (c) Samaritan (d) oil and wine (e) donkey (f) inn-keeper (g) two (h) neighbour 

Being kind to other people 

1. (a) Accept appropriate answers. (b) Yes (c) By helping others. 
2. Good Samaritan. 
3 - 4. Accept appropriate answers. 
5. Caring, kind, loving, humble, faithful, gentle, honest among others. 

Activity 3 

1. (a) He was attacked by robbers. (b) A priest and a Levite. (c) A good Samaritan
(d) He cleaned his wounds with oil and wine. He put him on his donkey and took him to an inn. He told the inn-keeper to take care of him and paid two silver coins.

(e) Mark appropriately.

2. (a) unsafe (b) safe (c) unsafe (d) safe (e) unsafe (f) safe (g) unsafe

3. Accept appropriate answers.

4. (a) The boy has hurt himself with a hoe.

(b) Accept relevant answers.

5. Guide learners to find the given words in the word search.

6. Ensure that the path is straight with no obstacles and is leading to the hospital.

3.4. The little boy with five loaves and two fish

The little boy with five loaves and two fish

1. Accept relevant answers.

2. (a) Philip bought (b) In, 5000 (c) two hundred (d) Andrew, five, two (e) thanks (f) 12

Keeping the environment clean

1. 12 (b) the disciples

3. Clean the table, keep the remaining food.

4. thank (c) People are cleaning the environment.

5. collect left over food (b) The boy is cleaning the table, the sister and father are carrying the plates from the table, the mother is carrying left over food.

6. (a) (c) Accept appropriate answers.

Sharing

1. (a) Accept appropriate answers.

(b) uncomfortable

(c) Share with them what we have.

2. (a) Children are fighting over bananas and food.

(b) bananas and food.

(c) Check individual answers.

(d) By sharing what we have.

3. It is good to share what we have.

4. Check individual answers and mark appropriately.

Activity 4

1. (a) 5000 (b) No (c) a little boy (d) He gave thanks to God and distributed it to the people who were sitting there.

(e) Yes (f) They were collected.

2. (a) True (b) True (c) False (d) False (e) False

3. Accept a coloured drawing of two fish and five loaves of bread.

3.5. Jesus Christ walks on water

Jesus walks on water

1. (a) The boat is almost sinking because of the storm. Jesus is walking on water.

(b) Jesus (c) They were terrified or afraid.

(d) They had no faith.

(e) They thought it was a ghost.

(f) To have courage, because it was him.

2. (a) disciples, lake, pray (b) walking (c) a ghost (d) courage, afraid (e) Peter (f) wind, sink (g) saved (h) doubt (i) faith

Overcoming challenges

1. Accept relevant answers.

2. They thought He was a ghost.

3. To have courage. 4. nature

5-6. Accept relevant responses from individual learners.

Activity 5

1. (a) Peter (b) faith (c) save (d) doubt (e) water (f) afraid (g) trust (h) windy (i) prayer (j) boat

2. (a) To the hill (b) To pray (c) They were afraid (d) They thought He was a ghost.

(e) Peter (f) He had no faith or he doubted.

(g) Truly you are the son of God.

3. Guide learners to find the given words in the word search.

4. Accept a coloured drawn picture of Jesus walking on water.

3.6 The raising of Jairus’ daughter

The raising of Jairus’ daughter

1. (a) There is a burial ceremony or a funeral.

(b) sad

(c) Two people have died.

2. (a) An official of the local synagogue.

(b) His daughter was sick.

(c) disciples

(d) Peter, John and James.

(e) Peter, John, James, parents

(f) hand, little girl, get up.

(g) got up, walking (h) twelve

(i) eat

3. cry and wail 4. heal 5. Jairus, daughter

6. believe 7. dead, asleep
Strand 4: Christian values

4.1. Honesty

Ananias and Sapphira

1. (a) Accept a well written story.
2. (a) property or land, apostle
(b) Holy Spirit, money, land or property
(c) human beings, God (d) and died
(e) afraid (f) his wife, husband
(g) whole (h) yes
(i) Peter, husband, Spirit (j) dishonest

Honesty

1. (a) Accept appropriate answers.
(b) Accept appropriate answers.
(c) From parents or guardians, own saving when given money as a gift.
(d) wrong
(e) Keeping money for offering is cheating God and being dishonest.

Respecting other people’s items

1. (a) Some learners are stealing other learners’ things.
(b) Stop them and tell them that it is wrong, report them to the teacher.
(c) respect them
2. (a) Yes
(b) Return them or give the teacher or parent.
3. Take it to the parent who will call the last number dialed to try and find the owner.
4-6. Accept relevant answers.

Activity 1
1. Accept appropriate answers.
2. Pray and have faith in God.
3. (a) amazed (b) dead (c) James
(d) messenger (e) eat (f) teacher
(g) Jesus (h) sleeping (i) daughter
(j) believe (k) Jairus (i) confusion
(m) Peter (n) twelve

Easter

Easter

1. Easter
2. Mary Magdalene and the other Mary went to the tomb, they found the stone rolled. When they entered the tomb, they then saw an angel of the Lord sitting on the right wearing a white robe. He told the women not to be afraid for Jesus had risen from the dead.
3. ii, iii, i, v, iv
4. (a) Mary Magdalene and Mary (b) earthquake, angel, heaven (c) stone, sat
(d) trembled, dead (e) afraid
(f) here, raised, see, lying
5. Jesus was alive 6. tomb, rose
7. Jesus died for our sins. 8. resurrected
9. Mary Magdalene and Mary 10. earthquake
11. Angel, Jesus 12. our sins

Easter celebrations

1. Accept appropriate answers.
2. Because Jesus died for our sins and rose from the dead, He is alive.
3. Answers will vary, mark appropriately.
4. love

Activity 7
1. Jesus rose from the dead.
2. Accept appropriate answers.
3. Accept a coloured drawing of an angel at the tomb.

4.2. Thankfulness

Thanking God

1. (a) A family is praying.
(b) To thank God, to confess our sins, to ask God for what we need. To ask God for protection among others.
(c–d) Accept appropriate answers.
2. thanks, Lord, good, love, eternal
3. Because He is good and His love is eternal.
4-6. Mark appropriately, answers will vary.

**Thanking God for our family, friends and teachers**

1. (a) birthday (b) happy, thankful (c) Accept appropriate answers.
2. love 3. thank you 4. creating
5. They teach us, take care of us, mark our books, tell us how to behave and live with others, they correct us among others.
6. They care for us, provide for all our needs, love us unconditionally, are always ready to help us, they gave birth to us among others.

**Activity 2**

1. (a) Accept relevant responses from the learners. (b) Family, school mates, teachers and friends.
2-3. Accept appropriate answers. Answers will vary.

**4.3. Forgiveness**

**The unforgiving servant**

1. (a) Accept relevant responses from the learners. (b) Yes (c) Yes (d) We feel good.
2. (a) accounts, owed (b) pay, slave (c) patient, forgave (d) few, choking, begged (e) jail (f) upset, king (g) mercy (h) punished
3. seventy times seven 4. forgave
5. grabbed, choke 6. refused
7. Jail, paid the debt 8. angry
9. Father, forgive, heart

**Forgiving others**

1. (a) Children are arguing, fighting, one is sorry and the other has forgiven her. (b) I am sorry and I forgive you. (c) Yes
2-3. Accept appropriate answers. Answers will vary.
4. sorry 5. Forgive one, Lord
6. We lose respect, and we can hurt them by doing bad things.

**Activity 3**

1. (a) washing utensils (b) A glass fell and broke into pieces. (c) They picked the broken pieces. (d) market (e) Picking the broken pieces and Rehema's finger was bleeding. (f) They asked her to forgive them. (g) She forgave them.

2. Guide learners to find the given words in the word search.
3. That we should forgive others because we also make mistakes.
4. sorry 5. forgive

**4.4. Trust**

**People to trust**

1. (a) Policeman (b) Teacher (c) Doctor (d) Parents (b) Yes, because they care for us.
2. Accept appropriate answers.
3. Strangers among others.
4. They can kidnap and hurt us.

**Reporting dangerous incidents**

1. (a) Some learners are receiving gifts from a stranger, one learner is walking away. (b) Report to the people you trust. (c) The police, teachers, parents, Church leaders, some relatives you trust among others. (d) They can kidnap and hurt you. (e) We should not answer them, run away.
2-3. Accept appropriate answers.
4. Refuse and run away.
5. Refuse and run away.

**Gossiping**

1. Talking about people who are not present.
2. Yes
3. Yes
4. It makes others unhappy, people can quarrel and fight.
5. Unhappy
6. You stop her or him, tell him it is bad.
7. People who talk about others cannot be trusted with secrets.
8. Makes others unhappy, brings quarrels and fighting, ends friendship among others.

**Activity 4**

1. (a) True (b) False (c) True (d) True (e) False (f) True (g) False (h) False
2. Guide learners to find the following names of people we can trust: Father, brother, sister, pastor, priest, nurse, doctor, friend, police, teacher, driver and mother.
3. secrets 4. hurt 5. trustworthy
4.5. Responsibility

**Personal hygiene**
1. (a) cutting nails  (b) washing hands  
   (c) brushing teeth  (d) washing clothes  
   (e) combing hair  (f) bathing  
   (b) Yes  (c) To keep ourselves clean and neat.  
2. (a) Washing the whole body using water, sponge  
   or small towel and soap.  
   (b) Using tooth paste, tooth brush and water.  
   (c) Wet the hands, apply soap and wash between  
   fingers, the palms and the both hands under  
   running water.  
   (d) Use a nail cutter.  
3. personal hygiene  
4. To be clean, neat and to keep off parasites and germs  
that cause diseases.  
5. (a) washing clothes  (b) combing hair  
   (c) cutting nails  (d) brushing teeth  
   (e) Wiping the body after bathing  
   (f) Wiping after using the latrine or toilet

**Responsibility**
1. (a) Picking rubbish from the compound.  
   (b) Yes  
   (c) Cleaning the class, cleaning my bedroom,  
   polishing shoes, washing my uniform among  
   others.  
2. interests, own  
3. (a) Stop them and tell them it is bad.  
   (b) Separate them and tell them to forgive each  
   other.  
   (c) Encourage them to do their homework.  
   (d) Tell them to pick the litter and to stop littering.  
   Tell them that it is good to keep the compound  
   clean.  
   (e) Stop them and tell them it is bad.  
   (f) Tell them it is bad manners.  
   (g) Tell them it is bad to copy homework and that it  
   is for their own good.  
   (h) Tell them it spoils friendship.  
4. correct

**Chores at home**
1. (a) feeding a baby and feeding chicken  
   (b) wiping utensils  (c) watering flowers  
   (d) feeding a cow  
   (b) Accept appropriate answers.  
   (c) no  
2. Work we do at home.  
3. Accept age appropriate chores such as washing  
   utensils, sweeping, feeding the baby among others.  
4. happy and united  
5. Do it without expecting a reward  
6. Because it is part of being responsible and  
   appreciating our parents.

**Activity 4**
1-3. Answers will vary.  
4. (a) every day  
   (b) after visiting the toilet  
   (c) after every meal  
   (d) when they are long and dirty.  
   (e) makes us responsible  
   (f) without expecting a reward  
   (g) they are doing something wrong  
   (h) not just our own

**Exercise 2**
1. Gold, myrrh, frankincense  
2. Nazareth  
3. Answers will vary.  
4. needs our help  
5. Jerusalem to Jericho  
6. priest, a Levite  
7. Samaritan  
8. Innkeeper  
9. Caring, kind, friendly, helpful and trustworthy.  
10. Listen to them and help them according to their  
need.  
11. kind, polite  
12. (a) priest  (b) Levite  (c) Samaritan  
   (d) oil  (e) wine  (f) innkeeper  
13. 5,000, two, five  
14. From a little boy.  
15. We should share what we have.  
16. Twelve 17. share  
18. Cutting long grass, avoid littering, planting flowers,  
collecting rubbish among others.  
19. sin  
20. Jairus’  
21. Twelve  
22. (a) His daughter was dead.  
   (b) That she was not dead but was sleeping.  
   (c) wake up little girl  
23. (a) That He was a ghost.  
   (b) Peter asked Him if could also walk on water.  
   (c) afraid and was doubting  
24. resurrection  
25. Good Friday, Easter  
26. angel  
27. That Jesus had risen.  
28. Refuse and tell your friend that it is wrong.  
29. Give it all for offering.  
30. Ananias and Sapphira  
31. The Holy Spirit  
32. Because it pleases God and others.  
33. Accept appropriate answers.  
34. thankful  
35. Answers will vary.  
36. forgives  
37. king  
38. Peter  
39. forgive  
40. Seventy times seven 41. peace  
42. people we know  
43. Guardians, parents, friends, police, pastors among  
others.  
44. God  
45. (a) True  (b) True  (c) True  
46. Accept appropriate answers.  
47. skin diseases  
48. responsible  
49. Accept age appropriate chores.  
50. Because it is our responsibility and it shows we are  
thankful to our parents.
Strand 5. The Church

5.1. Prayer

The Lord’s Prayer
1. (a) praying
(b-c) Accept relevant responses from the learners.
2. every day 3. disciples 
4. (a) who is in heaven (b) be honoured (c) Kingdom come (d) be done on earth as it is in heaven (e) our daily bread (f) we have done (g) that others have done (h) temptation (i) from the evil one

Showing respect to God during prayer
1. Bowing, kneeling, closing our eyes, looking down while standing, putting our hands together.
2. Picture a: Children are kneeling and closing their eyes. Picture b: Children and an adult are praying in Church, some are putting their hands together, some are bowing while standing.
(b) Yes (c) Yes
3. a-c. Accept appropriate answers.
4. (a) kneel (b) close eyes (c) bow.

Activity 1
1. close eyes, bow, kneel, put hands together, stand up and bow.
2. Accept an appropriate drawing.

5.2. The Holy Spirit

The day of Pentecost
1. iii, ii, iv; i 
2. (a) gathered in one place. (b) which filled the whole house where they were staying.

(c) tongues of fire (d) and rested on each of them. (e) the Holy Spirit (f) tongues

Work of the Holy Spirit
1. To guide, teach and counsel us.
2. understand God’s word and obey them
3. serve others joyfully
4. Care for them, forgive them, help them, be patient with them, be gentle among others.

Fruits of the Holy Spirit
1. Love, joy, peace, patience, faithfulness, gentleness, goodness, kindness and self-control.
2. Accept relevant answers.

Activity 2
1. Accept relevant answers.
2. Guide learners to find the following fruits of the Holy Spirit: patience, goodness, joy, peace, kindness, love, gentleness, self-control, faithfulness.
3. (a) honest, dishonest. (b) faithfulness
4. Accept a coloured drawing of a tree showing the fruits of the Holy Spirit.

Exercise 3
1. Jesus
2. Our Father who is in heaven. May your holy name be honoured. May your kingdom come. May your will be done on earth as it is in heaven. Give us our daily bread. Forgive us the wrong we have done, as we forgive those who have wronged us. Lead us not into temptation, but deliver us from the evil one. Amen.
3. By kneeling, bowing and putting hands together.
4. Pentecost
5. Tongues of fire from heaven rested on each of them, then they began to speak in tongues.
6. languages
7. To be kind, good, gentle, faithful, full of joy, have self-control, peaceful, love, patient.
8. Love, joy, peace, patience, goodness, kindness, faithfulness, gentleness and self-control.