# GRADE 10 COMMUNITY SERVICE LEARNING SCHEMES OF WORK FOR TERM 1

NAME OF THE TEACHER:……

SCHOOL:…….. YEAR:…….

| Week | Lesson | Strand | Sub-strand | Specific Learning Outcomes | Key Inquiry Questions | Learning Experiences | Learning Resources | Assessment Methods | Reflection |
|---|---|---|---|---|---|---|---|---|---|
| **1** | 1 | **1.0 Citizenship** | **1.1 Concept of CSL** | By the end of the lesson, the learner should be able to explain the meaning of Community, Community Service, and Community Service Learning (CSL). [4] | How can I promote the wellbeing of a community and learn from the experience? | The learner is guided to use digital devices to research the meaning of terms: Community, Community Service, and CSL. [5] | Curriculum Design (2024) Pg 1; Digital devices; Approved textbooks [6] | Oral Questions; Observation | |
| | 2 | | | By the end of the lesson, the learner should be able to distinguish between Community Service and Community Service Learning. [7] | | The learner is guided to discuss the differences between Community Service and CSL and share findings in class. [8] | Curriculum Design (2024) Pg 1; Charts/Manila paper | Oral Questions | |
| | 3 | | | By the end of the lesson, the learner should be able to | | The learner is guided to brainstorm and discuss the core principles that define | Curriculum Design (2024) Pg 1; Video clips on CSL | Written Test | |

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|---|---|---|---|---|---|---|---|---|---|
| | | | | explain the principles of CSL as a learning strategy. [9] | | CSL as a strategy. [10] | | | |
| | 4 | | | By the end of the lesson, the learner should be able to outline the rationale of CSL in the learning process. [11] | | The learner is guided to discuss why CSL is essential in the learning process and identifying different types of communities (school, global, virtual). [1212] | Curriculum Design (2024) Pg 1; Approved textbooks | Observation | |
| **2** | 1 | | | By the end of the lesson, the learner should be able to examine their own civic identity as a member of the community. [13] | | The learner is guided to brainstorm characteristics of a community (shared identity, values) and reflect on their role. [14] | Curriculum Design (2024) Pg 1; Self-reflection journals | Portfolio | |
| | 2 | | | By the end of the lesson, the learner should be able to appreciate the benefits of CSL for self and community. [15] | | The learner is guided to build new knowledge, share with others, and reflect on how CSL activities can be improved for mutual benefit. [16] | Curriculum Design (2024) Pg 2; Previous CSL project reports | Observation | |
| | 3 | | **1.2 Community Needs** | By the end of the lesson, the learner should be able to categorize various needs | How can we determine needs to be addressed in the | The learner is guided to work in collaboration with the community to study existing needs and note observations. [18] | Curriculum Design (2024) Pg 4; Note-taking materials | Oral Questions | |