

ORIENTATION TO THE ADVANCED LEVEL CURRICULUM 2025

***NCDC TEACHERS' TRAINING WORKSHOP
BISHOP KIHANGIRE BIINA***

Curriculum change is about the following

- 1. Updated content:** New topics or subjects might be introduced, while others might be phased out or modified.
 - 2. Assessment changes:** Examination formats, question types, or grading systems might be revised.
 - 3. Teaching/learning approaches:** Pedagogical methods and strategies might need to adapt to the revised curriculum.
-

The two-year aligned Advanced Secondary Curriculum

- ☐ adopted learner-centered approaches, inquiry-based, and discovery methods.
- ☐ The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles.
- ☐ The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment.
- ☐ It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

Activity 2

Form small groups and discuss:

- a)** The curriculum responsiveness to the needs of 21st century
 - b)** Aspects of the Advanced Secondary Curriculum that have changed
 - c)** Aspects that have remained the same and write their findings on a flip chart for presentation
-

Cont,

- ☐ Revising of assessment approaches to emphasise holistic learning and application of knowledge and skills.
 - ☐ Introduction of 21st century skills (generic skills) and values for acquisition by the learners during the learning process.
 - ☐ Merging related content to remove overloads and overlaps.
 - ☐ Removing obsolete content
-



Competency Vs General Objective



A competency is the ability of a person to apply their learning in a range of situations.

Competency: The learner analyses the Islamic revolutions in Africa by examining their impact to appreciate how they have shaped cultural diversity in contemporary Africa

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
The learner should be able to:		
a) examine the factors that contributed to	a) Learners individually search, using the internet and other sources, for the factors that contributed to the spread of Islam in	a) Observe learners they share factors that attract



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Section 2: The Detailed Syllabus

A Learning Outcome is a **measurable** statement that articulates the **knowledge, understanding, skills (process, generic and subject skills), values, and attitudes** **expected to be learnt.**

The Action verb in the LO determines the level of demand and the nature of activities to use in the sample learning activities column.



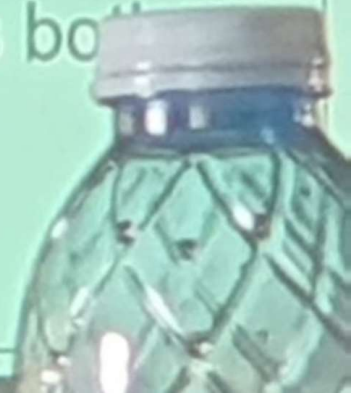
Structure of the Syllabus



Section 1 introductory part: Gives key information of the subject to the implementer before delving into teaching.

Section 2: The detailed syllabus: unfolds content in terms of topics per term. Every topic is organized into: A competency, learning outcomes, suggested learning activities, and the assessment strategies.

Section 3: gives information on assessment modalities both formative and summative.





Structure of the Syllabus



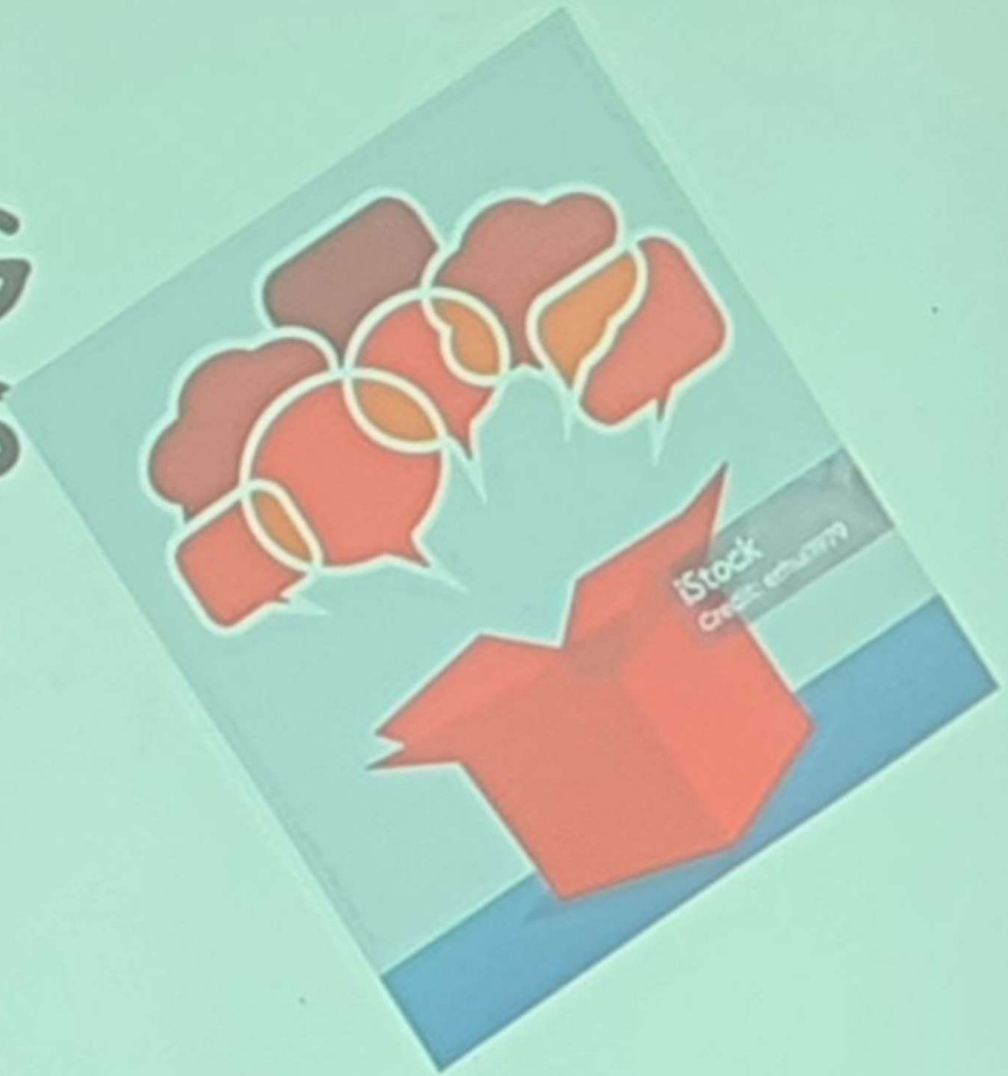
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UNPACKING LEARNING OUTCOMES

BY: Nsubuga Hood
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\\Facilitators Team



Session Learning Outcomes

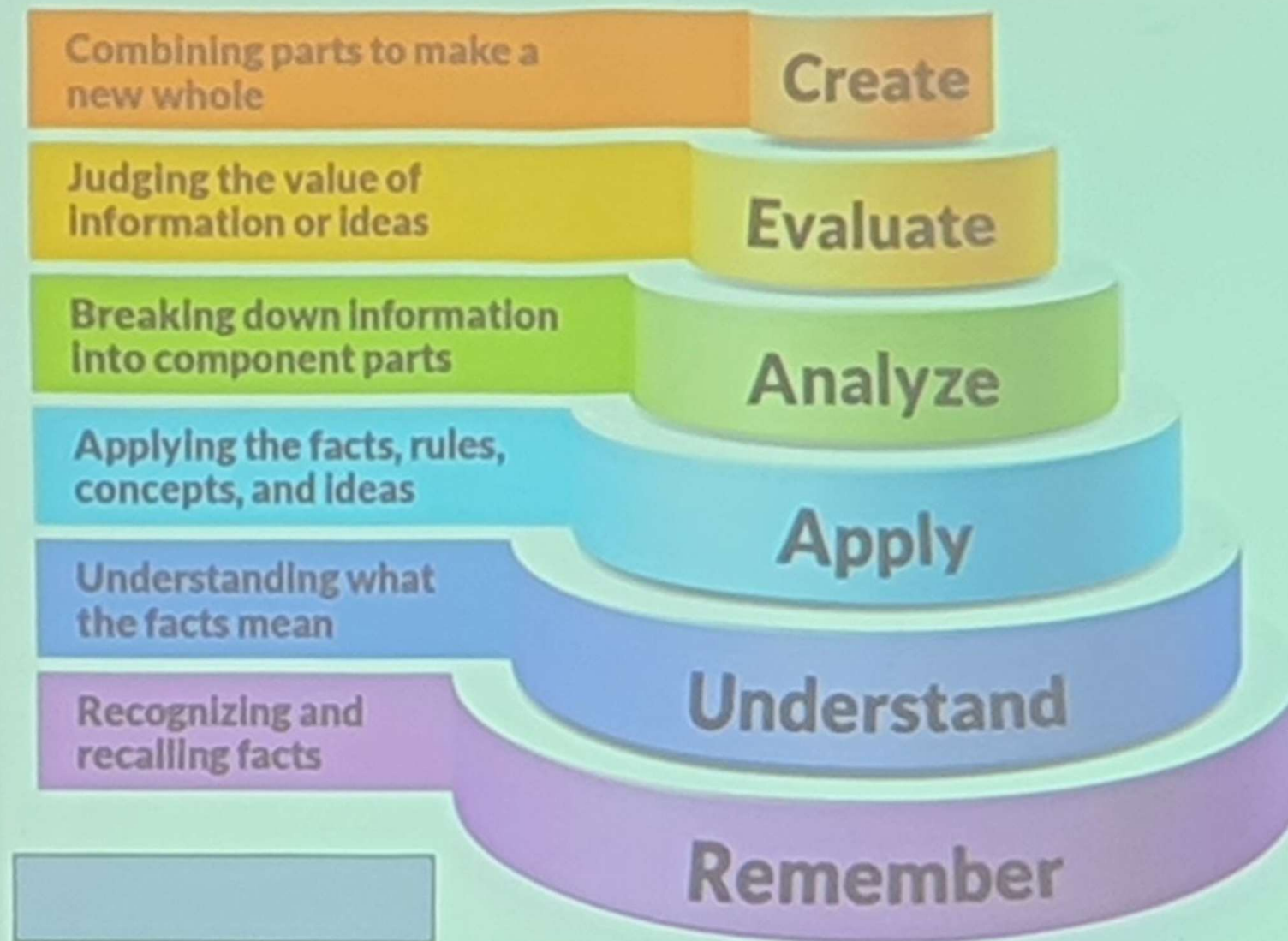
- ☐ Understand the meaning of a learning outcome
 - ☐ Understand how the Learning outcome is connected to a competency
 - ☐ Understand the components of a learning outcome
 - ☐ Understand how to extract KUSVA out of a Learning outcome
 - ☐ Unpack a learning outcome in your subject
-

Analysis of the Learning outcomes

- An **LO** is a measurable statement that articulates the knowledge, understanding, skills (generic and subject specific), values and attitudes expected to be learnt.

Unpacking Learning Outcomes

- Each LO spells out;
 - Person being addressed
 - Action verb (informed by Bloom's taxonomy, and determines the level of demand and nature of activities to use in LAs)
 - Content
 - Context
-



Unpacking Learning Outcomes: Geography

- ❑ The **learner** should be able to **evaluate plans and strategies aimed at promoting agriculture in Uganda and other developing countries**

Unpacking Learning Outcomes: Geography

- ❑ The **learner** should be able to **evaluate plans and strategies aimed at promoting agriculture in Uganda and other developing countries**

Knowledge/understanding

- Types of agriculture In Uganda
 - Agricultural practices
 - Ways of Improving subsistence agriculture
-

Unpacking Learning Outcomes

☐ Skills

- Evidence gathering
- Information analysis
- Communication ||
- Critical thinking and Problem solving ||
 - ☐ **Identifying problems and proposing solutions**
 - ☐ Evaluating different solutions

Values /attitudes

The learner should be able to assess the importance of the clan in pre-colonial societies as the foundation of shared values, heritage and governance (u,v, a)

Knowledge and Understanding

- What is a clan
- How clans operated and trained youths
- Governance on PCS

Level of Demand

- High: Requires evaluation of evidence

Values and Attitudes

- Social Harmony
- National Unity

Generic Skills

- Critical Thinking and problem solving : Planning and carrying out investigations
- Predicting outcomes and making reasoned decisions

Performance Indicator

- Gather information, relate clan activities to shared values, governance, and heritage

Subject Skills

- Information Gathering and analysis
- Interpretation of information

What is New?

- ❑ Rationalizing content with emphasis on the critical concepts without repetitions and focusing on integration of knowledge
 - ❑ Integrating the Generic skills into the subjects
 - ❑ Merging related content to remove overloads and overlaps
 - ❑ Shifting the emphasis from knowledge acquisition to knowledge application
 - ❑ Valuing classroom-based assessment to build the required competencies per topic
 - ❑ Change from teacher-centred (lecturing) to learner-centred methodologies
 - ❑ Descriptive recording of learner's achievement
-

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Performance Indicator

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Subject Skills

- Information Gathering and analysis
- Interpretation of information

The learner should be able to operate a light microscope to observe tissues from plants and animals under different magnifications (s, gs)

Knowledge and Understanding

- Parts of a microscope
- **Structure of tissues in plants and animals**
- Calculating field of view
- Calculating linear magnification

Generic Skills

- Critical Thinking and problem solving : Planning and carrying out investigations
- Using numbers and measurements accurately

Level of Demand

- Medium : Application of knowledge in the learning environment

Performance Indicator

- Ability to use a microscope
- Determine cell size and magnification

Values and Attitudes

- Respect for humanity and environment
- Responsibility : Care for Equipment

Subject Skills

- How to Use a microscope
- Observation skills

DEPARTMENT OF HISTORY

TOPIC: Precolonial trade systems in Africa.

SUB-TOPIC: The Trans-Saharan trade.

LEARNING OUTCOME:

* The learner should be able to describe the Organization of the Trans-Saharan trade and its role in the development of African states to appreciate their contribution to the growth of modern trade systems. (U, G.S, V., A)

(a) Knowledge and Understanding (concepts).

- * Meaning of Trans-Saharan Trade.
- * Organization of the Trans-Saharan trade.
- * Role of the Trans-Saharan trade to the development of African states.
- * Modern trade systems in Africa.

(b) Subject skills.

- * Interpretation of information
- * Information gathering and analysis.
- *

c) Generic Skills

- * Communication
- * Critical thinking and problem solving.
- * ICT Skills

d) Values and attitudes.

- * Care for the environment.
- * Respect for Humanity
- * National unity
- * Patriotism.

e) Performance Indicators

- * Meaning of Trans-Saharan trade
- * The student is able to gather information about the meaning of Trans-Saharan trade.
- * Describe the organisation of Trans-Saharan trade.
- * Relate the Trans-Saharan trade with modern trade systems.

Critical thinking and problem solving

- Communication skills

d) Values and attitudes

- Respect for cultural practices

- Social unity and harmony

- Respect for humanity

e) Performance indicators

- Ability to differentiate

the different forms of bride prices in different societies.

• C.R.E.

TOPIC: MARRIAGE.

L.O :- Evaluate the value of bride wealth in the contemporary society. (u, v(a, S)_{GS})

a) Knowledge

- Meaning of bride wealth.
- Importance " " "
- Items given as bride wealth in different cultures.

b) Subject skills.

- Gathering of information.
- Interpretation of information.
- Communication skills.

c) Generic skills



PREPARING LEARNING ACTIVITIES

Training of Teachers in Bishop
Cipriano Kihangire
OCHIENG HUMPHREY
May-2025.

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Session Outcomes

By the end of this Session, participants should:

- i. Prepare learning activities extracted from the syllabus document
- ii. Appreciate how to use the **DEAA** strategy in preparing learning activities. DEAA stands for **Discovery, Exploration, Analysis, and Application**

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Activity 1

the participants to:

and the learning outcome below and the suggest
ing activities.

s will analyze the causes of climate change and
se community based strategies for mitigation”

- 1) Show how its learning activities are broken down
using the **DEAA** strategy.



Activity 1

Task the participants to:

1) Read the learning outcome below and the suggest learning activities.

“Learners will analyze the causes of climate change and propose community based strategies for mitigation”

1) Show how its learning activities are broken down using the **DEAA** strategy.



- ❖ **Discovery** – Learners encounter new ideas or concepts through real-life experiences, questions and problems.
- ❖ **Explanation** – Learners derive and communicate meaning of concepts or ideas through discovery.
- ❖ **Analysis** – Learners breakdown what they are learning into smaller parts in order to examine it further to establish its meaning and relationships within.
- ❖ **Application** – Learners demonstrate mastery by applying their learning in real world or practical task.



Which Aspects of the L.O relate to

K— (Knowledge)

U— (Understanding)

S— (Subject Skills)

GS— (Generic skills)

V/A— (Values and Attitudes)

How can we make sure that a single lesson or activity develops more than just content knowledge?

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Activity 2

- Identify the relevant generic skill (e.g. critical thinking, communication, problem-solving) that the learning outcome and activities aim to nurture.
- What do we look for in each of the above?

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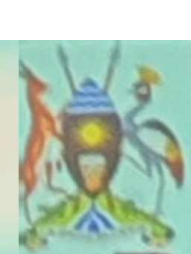


- **Critical thinking** – making evaluations and assumptions, forming sound judgments', considering multiple perspectives.
- **Communication** – clear expression, active listening, feedback and response.
- **Problem solving** – defining problems, generating solutions, evaluating and implementing solutions.



L.O Component

L.O Component	Possible Learning Activity
Knowledge	Textbook reading, watching a documentary
Understanding	Explaining concepts in own words, concept mapping
Skills	Fieldwork, writing essays, conducting experiments
Generic skills	Group discussion, peer teaching, role plays
Values/Attitudes	Debates, environmental awareness, respect for humanity



Activity 4

- **Reflection;**
 - ❖ What new ideas did you get?
 - ❖ How can we better plan lessons to touch all parts of the L.O?
- Generate activities that exemplify the DEAA strategy.

DEAA

Activity 1.1. Getting familiar with our natural environment

1. As a class and or, in small groups take a journey to the outside world of your nearby environment. **(Discovery)**
2. Look around at your immediate natural surroundings and identify objects found in your natural environment. **(Discovery/Analysis)**
3. In your notebook/sketch pad list down objects that have interested you, and give reasons to why? **(Explanatory)**
4. Discuss with friends the usefulness of the natural environment to people living there. **(Explanatory)**
5. Make a report of half a page of your note book what was discussed. **(Application)**

Responses

- SNE: A specialised education system designed to meet the educational needs of learners with disabilities or special needs
- SEN: natural or social traits which may prevent a learner from learning to their full potential e.g. time takers, low vision and hard hearing among other

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Types of SEN

- Visual impairment
- Hearing impairment
- Physical disabilities
- Learning difficulties
- Emotional/behavioural disorder

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Common Cross cutting issues

- Cross cutting issues are aspects that are identified as important and that can affect and cut across most or all aspects of development

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- Gender equity: Being fair to men and women
- HIV/Aids:
- Environmental sustainability
- Human rights: No discrimination
- Peace education: Promotes conflict resolution
- Life skills: communication, teamwork, empathy
- Values and ethics

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Solution

- Schools should promote emotional literacy for both boys and girls
- train teachers to recognize signs of distress in boys and provide emotional support
- Normalize mental health discussions for all learners, regardless of gender

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Activity: Choose a learning outcome from your subject area;

- A) What types of SEN may affect how learners engage with this Learning outcome
- B) What specific learning activities or modifications would support these learners
- C) What cross-cutting issues can be naturally addressed through this learning outcome
- D) How can you build that issue into your activity/discussion

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Responses

A)

- Visual impairment
- Reading difficulty

B)

- Use of audio materials
- Group work
- Simplified instruction

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Approach

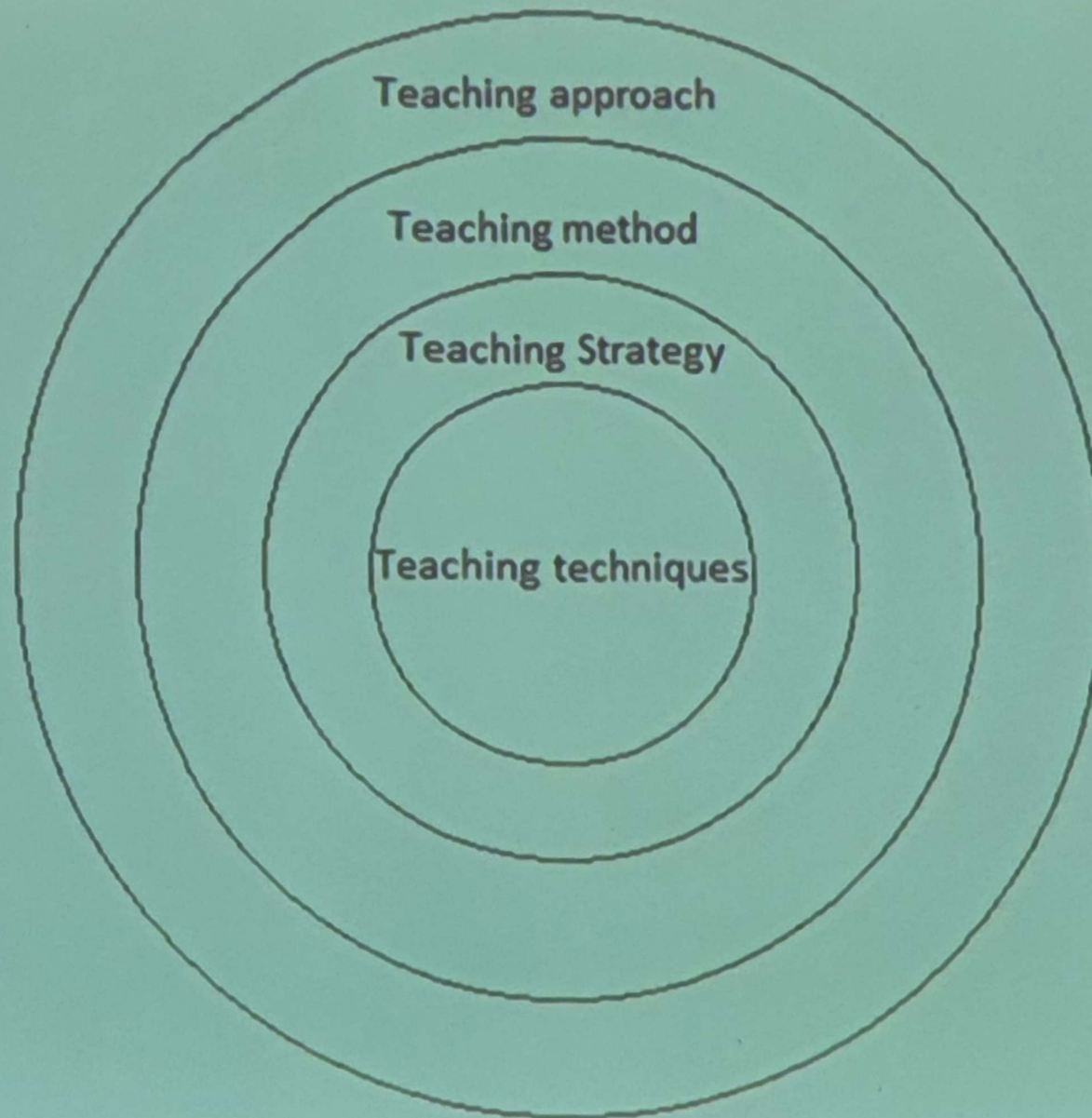
- This is the broadest concept, encompassing the underlying **theories and beliefs** about the nature of learning and teaching

Method

Is the systematic way of conducting a learning activity.

Technique

These are steps that we follow when we teach



Below is a table giving examples which clearly depicts the differences as well as the similarity in the use of the various terms:

Teaching Approach	Teaching Method	Teaching Strategy	Teaching Technique
Constructivist and cognitivist approach to learning	Child-centred method	Small group discussion, demonstration, buzz groups, etc	Pair work, discussions, snowballing, collaborating, etc
Objectivist approach to learning	Teacher-centred method	Lecture method, whole class discussion, whole class presentations, etc	Lectures, talks, conferences, symposium, etc



ACTIVITY

1. Brainstorm the different learning styles that can be employed in the teaching-learning process.
2. For a selected learning style, discuss how it can be integrated into the teaching-learning process

Learning styles

- ❑ Learning styles refer to the different ways individuals prefer to take in, process, and retain information. These styles are not fixed; individuals may have a preference for one style over others, but can also effectively use multiple styles.

- ❑ **Examples**

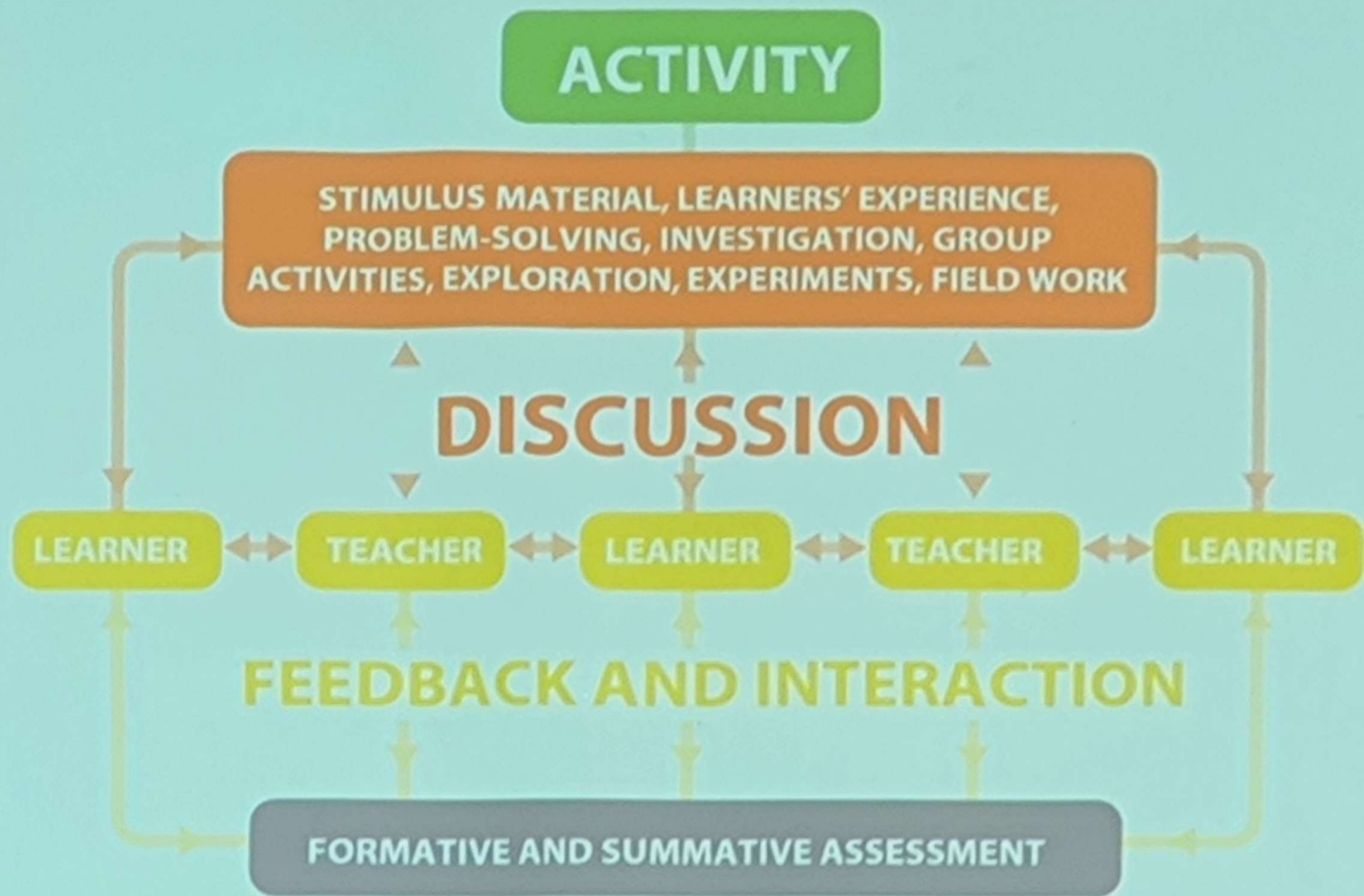
Visual: Preferring to see information, like graphs, charts, diagrams, and videos.

Auditory: Learning through listening, like lectures, podcasts, or discussions.

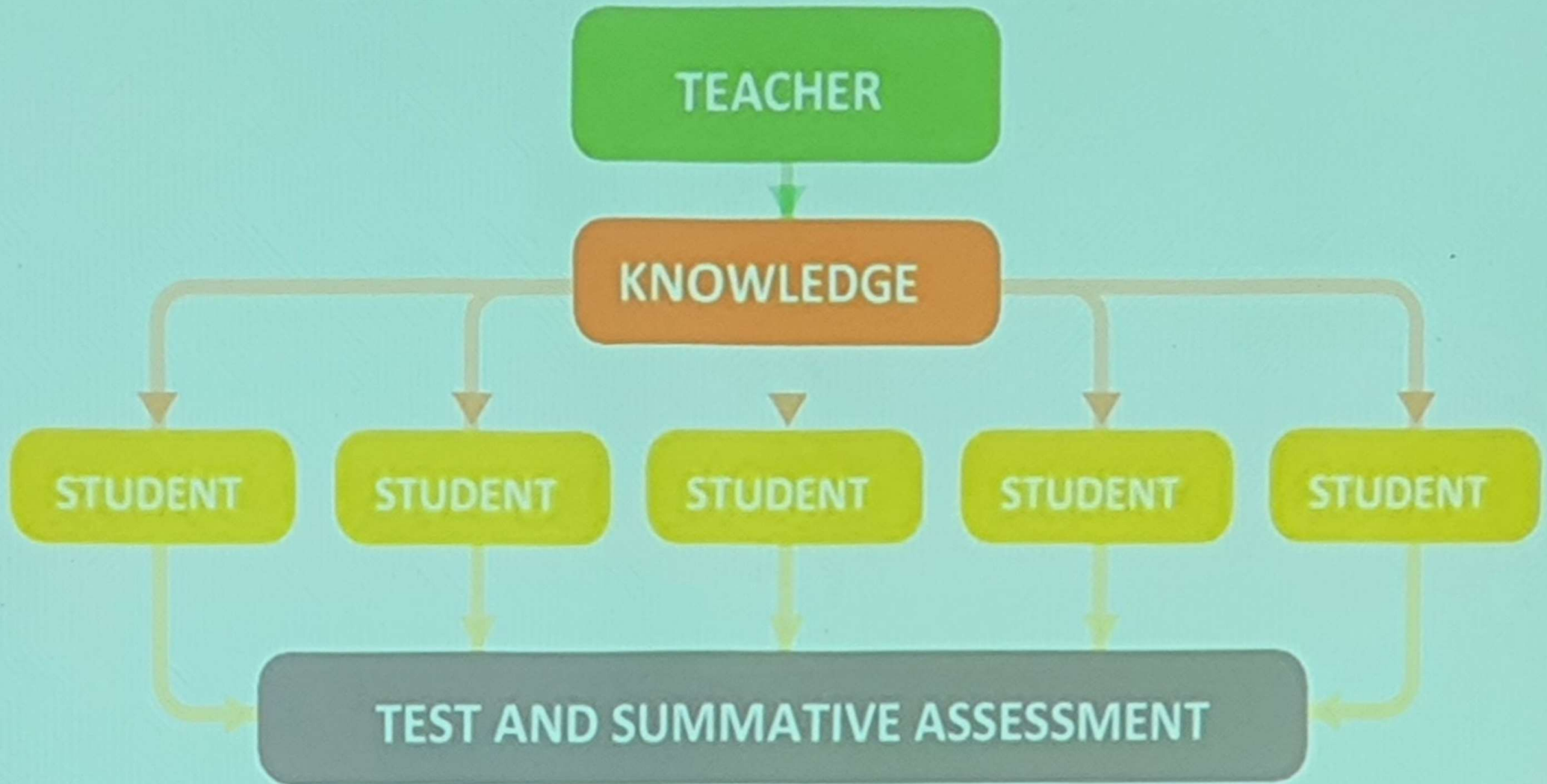
Reading/Writing: Preferring written materials like books, articles, and reports

Kinesthetics: Learning through hands-on experiences, physical activities, and movement

Competency-Based Curriculum



KNOWLEDGE-BASED CURRICULUM



Teaching and Learning

- ☐ The teacher is a Coach, a facilitator, a Guide
- ☐ There is constructive conversation
- ☐ Learners need and use resources
- ☐ Learners take responsibility for their learning
- ☐ Support and guide learners



Session Outcomes

By the end of this Session, participants should be able to:

Integrate assessment into the teaching and learning activities to enhance learner achievement of the learning outcomes

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Activity 1 (3 Minutes)

- **Brainstorm and make a presentation about the methods which you have been using to assess learners during the lessons.**

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Activity 2: Finding opportunities for Classroom-based Assessment (10 mins)

Form groups and:

- 1) Highlight where assessment opportunities for the learning outcomes are found in the syllabus.
- 2) Explain what is meant by Conversation, Observation, and Product (COP) as assessment strategies.

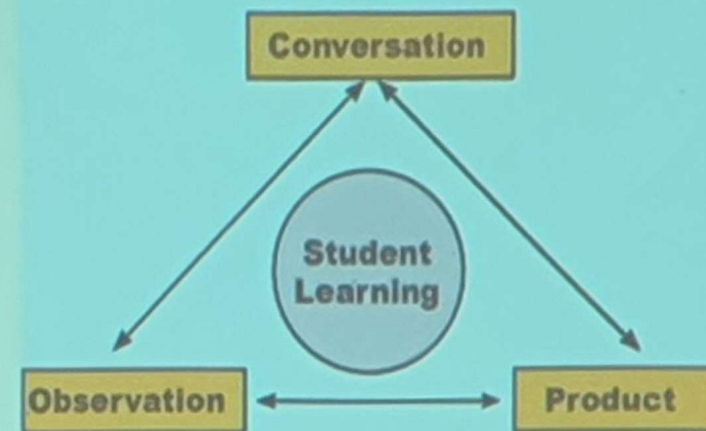
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Triangulation

It's a form of assessment method that involves the teacher collecting evidence from three different sources i.e.

- Observation
- Conversation
- Product



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Activity 3

Using your subject syllabus, select any learning outcome, develop an activity and use it to establish:

- 1. What the teacher will converse with learners during the activity,**
- 2. What the teacher will observe,**
- 3. What the product(s) of the activity will be.**

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Subject	Competency	Score	Descriptor	Generic skills	General remarks by subject teacher	Name of subject teacher & signature
Mathematics	1. Uses decimal place value to develop understanding of numbers written in other bases	2.5	Outstanding	Rita is able to share appropriate and relevant mathematical information, which adds to classroom discussions.	Rita achieved most of the learning outcomes for competency 1. She can ably use fractions decimals and percentages; She can also plot and interpret points in a few contexts. However, she needs to seek assistance on calculating with positive and negative integers.	Kabalemeezi Jonas
	2. Carries out calculations with positive and negative integers	1.0	Basic			
	3. Understands and uses fractions, decimals and percent.	2.2	Moderate			

Learning Outcome (LO) and assessment indicators:

- **Learning Outcome:** What a learner is expected to know or do after instruction.
 - **Indicator:** Observable behavior or evidence that shows whether a learner is achieving the LO.
-

Activity 1.0

- What is the purpose of using indicators in assessment for learning(formative assessment?)

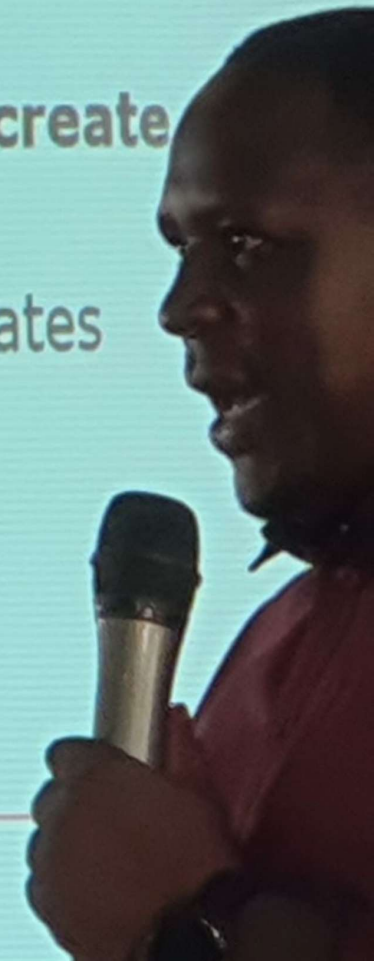
Activity 1.0

- ❑ What is the purpose of using indicators in assessment for learning(formative assessment)?
 - Indicators are **specific, observable signs** that show whether learners are progressing toward achieving the LO.
 - They help teachers make judgments about learner understanding and provide timely feedback.
 - Indicators break down broad outcomes into **manageable checkpoints**
-

Criteria for coming up with indicators

We break each LO into indicators by asking some of these questions:

- ☐ What would a learner **say, write, do, solve, create explain** to show this outcome?
- ☐ What **skill, concept, or behavior** demonstrates progress?



Learning outcome

Example LO:

"Learners will be able to explain the role of enzymes in metabolic processes."

Possible Indicators:

- ☐ Ability to explain the term "enzyme."
 - ☐ Ability describe at least one enzyme-catalyzed reaction.
 - ☐ Ability to explain how temperature affects enzyme activity using a diagram.
-

Activity 2.0

In your subject group,

- ☐ Choose a topic from your subject syllabus and generate indicators of its learning outcomes to be used in formative assessment
- ☐ Present your work on flipchart for gallery walk

Template to use

Learning Outcome	Indicators for Formative Assessment
	1.
	2.
	3.

In summary

- ◇ Indicators help break down LOs into specific learning checkpoints.
 - ◇ They guide **observation, questioning, and feedback.**
 - ◇ Well-prepared indicators support differentiated instruction and learner progress.

Activity 1: what is the difference between project-based learning and projects?(5 minutes)

Activity 2: what is teaching and learning through projects all about?(5 minutes)

Activity 3: what is a good project for teaching and learning like? (10 minutes)

- **Project-based learning** is a learner-centered method that engages learners in real life problem situation for an extended period of time. Learners actively apply knowledge and skills to come up with possible solutions.
- Projects typically involve problem-solving, critical thinking, research, collaboration, and creativity, which promotes deeper understanding and allow learners to take ownership of their learning.
- PBL focuses on both the process and the final product or presentation
- It requires feed back throughout the process.
- Used as a method of instruction and it is investigative because it involves inquiry, problem-solving and critical thinking other than memorizing content.
- It uses a driving question and inferred questions.

Driving question is an open ended question that guides a project or learning activity. Its designed to be challenging, encouraging learners to explore , research and apply knowledge and skills.

Inferred questions are questions that learners derive while engaging with a project task. They are not directly stated by the teacher but emerges from the context, problem or driving question of the project

- **Project** :A task or activity assigned within the curriculum to help students apply what they have learned in a subject area
- It is an activity that has a specific goal and is usually done over a specified period of time and aims at a product.
- It has a beginning and end. There is something to show at the end.

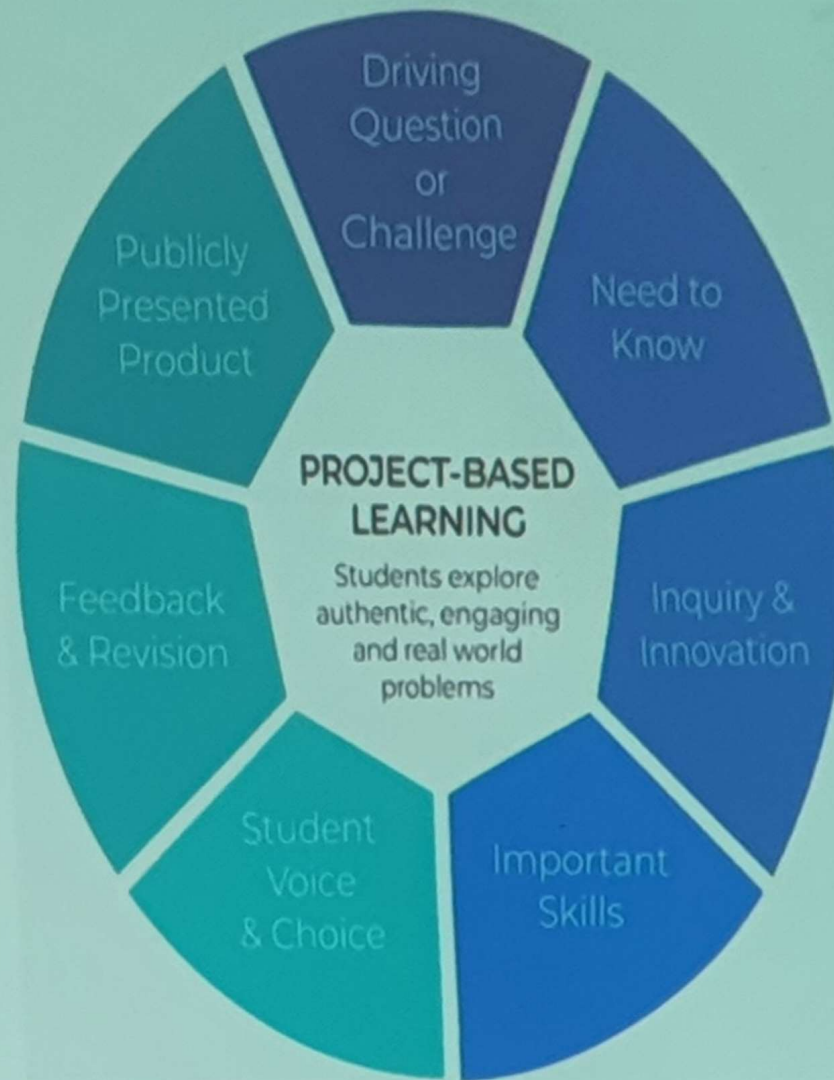
Differences between project -based learning and projects

PROJECT-BASED LEARNING	PROJECTS
teaching method where learning revolves around a complex, real-world problem or question that students investigate over time	A task or activity assigned within the curriculum to help students apply w subject area
Promotes deep learning, critical thinking, collaboration, and real-world application	Assesses understanding and application of specific competencies within
It is student driven which in line with the curriculum,	Subject specific and aligned with learning outcomes or competencies in t
Flexible in design direction, as it integrates multiple subjects	Structured and guided by subject content and syllabus
Students are active investigators, decision-makers, and problem- solvers, teacher is a facilitator and guides through inquiry	Students are Task performers with specific instructions and criteria given
Students choose, co-create the project topic and process	Teacher assigns and guides the project with limited scope for student de
Continuous, and includes process and product or presentation, and feedback	Aims at product such as reports or models

Differences between project -based learning and projects

PROJECT-BASED LEARNING	PROJECTS
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Flexible in design direction, as it integrates multiple subjects	Structured and guided by subject syllabus
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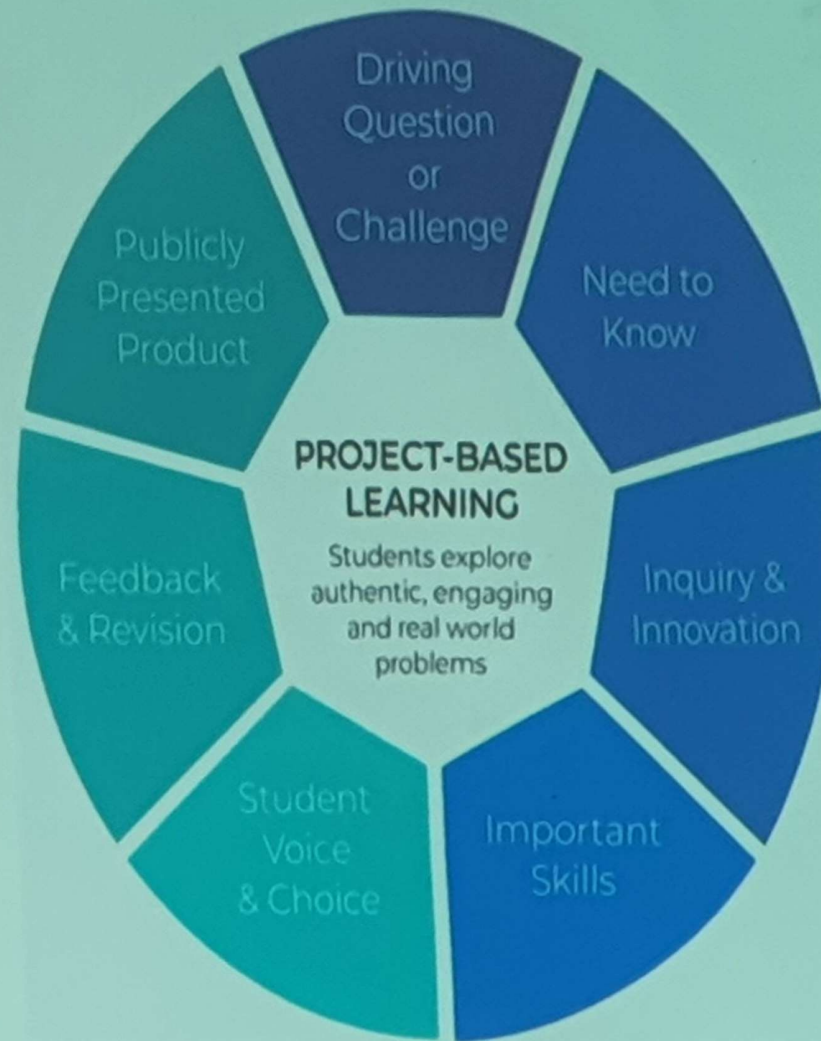
Project Based Learning

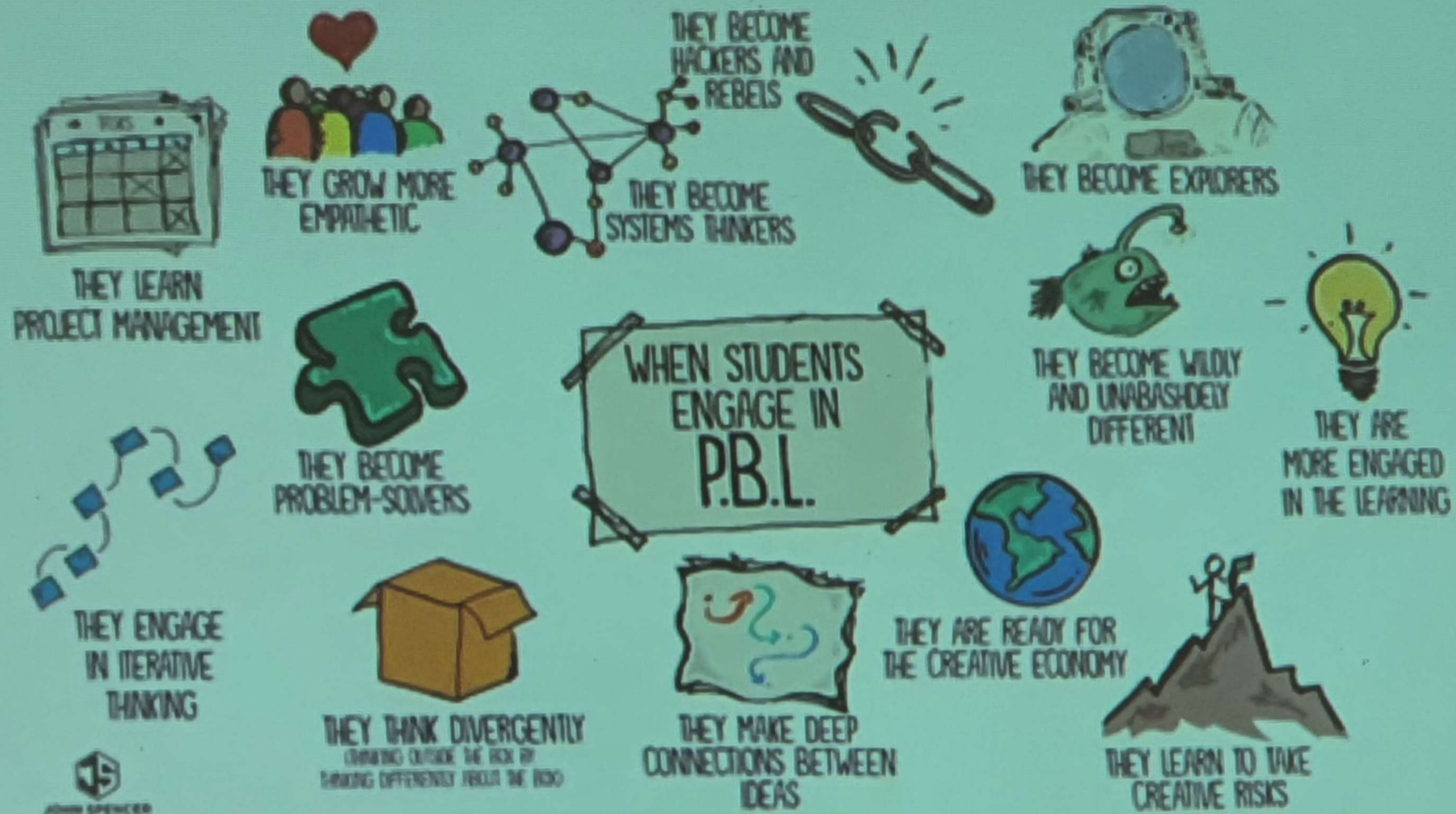


Differences between teaching through project-based learning and projects

PBL	PROJECTS
Teaching method where entire learning process is centered around an in-depth, real-world problem or challenge	A teaching method where a project is added to a traditional lesson to reinforce content already taught
Learning is through the project ie process and product or presentation are important	Learning after content delivery and project is an end product or activity
Teacher facilitates and guides during exploration and investigation	Teacher instructs in delivering content, then assigns a project
Students actively set goal, ask	Student follows instructions to

Project Based Learning





teachthought
WE GROW TEACHERS

- Authentic and meaningful
- Promotes critical thinking
- Ability to make decisions
- Has end product
- Aligned with curriculum standards

HOW TO DEVELOP A DRIVING QUESTION

1. Identify a topic and competency in the subject syllabus

TOPIC: poultry production

COMPETENCY: Apply scientific knowledge and skills to solve problems in poultry

2. Introduce a real life problem (present a local challenge or situation related to the topic. This can come from learners communities e.g. what challenges do farmers face in your community

3. Ask learners to generate an open ended questions about the problem by use of how and why

E.g. how can we reduce poultry diseases

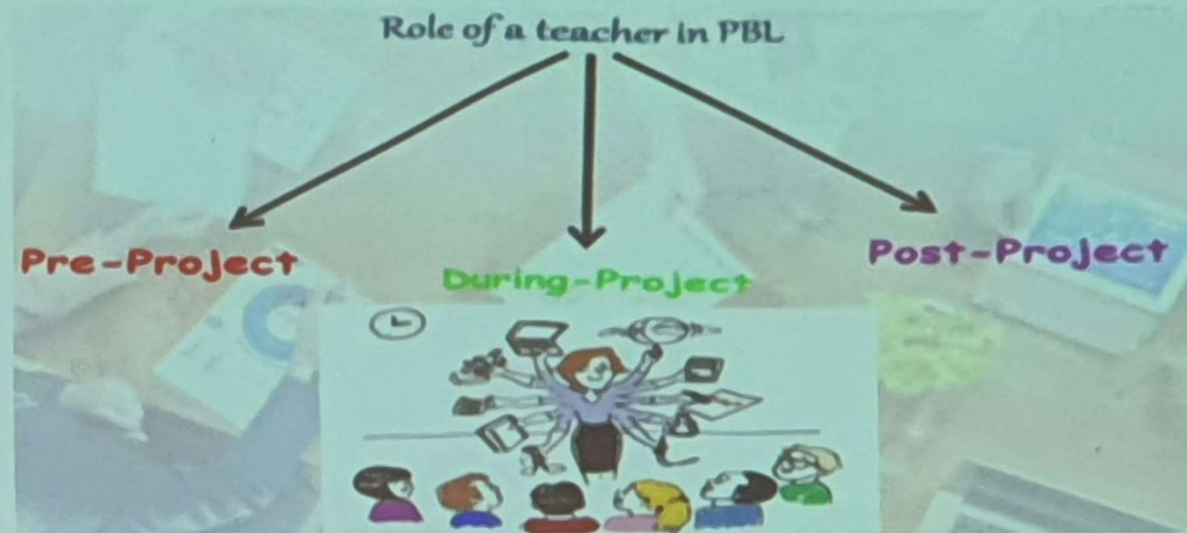
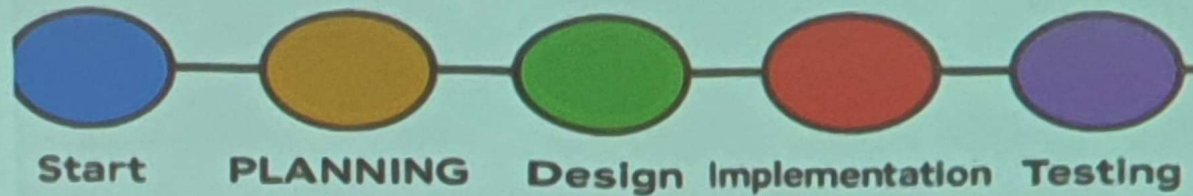
why is poultry housing important for productivity

4 . Refine into a strong driving question , focusing on the project,
critical thinking

5.Come up with the final driving question

- How can we design affordable, disease resistant poultry housing for small scale farmers in our community

Project Timeline



Teacher play the role of a knower

Teacher play the role of a consultant, a facilitator or a co-learner

Teacher play the role of a commentator and appraiser

Planning

Generating the Objectives of the project
Seek teacher's guidance and support

Selecting Methods and Resources, Determining
phases and time lines
Budgeting , If necessary
Determine the nature of the output

Carrying out the chosen project

Assigning and executing roles,
Applying the methods of
investigation chosen

Continuous consultation with the
teacher

Recording or Documentation

Begins from the Syllabus topic through providing the
situation, driving question, choosing the topic..... to
the Evaluation stage including learning points

Project file(Portfolio) to be signed by the teacher at every
stage with suggestions for improvement , points of
agreement and dates well spelt out

Self reflection and Evaluation of the whole project

I use questions to guide individual learners or groups to critique their own work focusing them on the topic, objectives, process and final product

I guide learners to note down their Strengths, Weaknesses, Success achieved, Lessons learnt and skills acquired during project work

Writing a Project Report and Exhibition of the final products

I task learners to identify the possible audience that might be interested in their products

Learners exhibit and explain to the audience their project line(supported by the portfolio), product and its usefulness.

I encourage learners to note comments made by the audience to inform future learning projects

Student Project Rubric: Making Dirty Water Drinkable

Criteria	3 - Proficient	2 - Developing	1 - Basic
Scientific Understanding	Demonstrates clear, accurate understanding of water purification principles (filtration, boiling, chemicals, etc.)	Shows some understanding with minor misconceptions	Shows limited or inaccurate understanding
Creativity and Problem Solving	Uses innovative, logical, and practical method(s) to purify water	Uses a basic or common method with limited adaptation	Uses ineffective or unclear method(s)
Process and Teamwork	Well-organized process; all group members contributed actively	Some planning evident; moderate group participation	Poor organization; limited group effort or participation
Presentation and Explanation	Explains steps clearly; supports claims with evidence or reasoning	Some explanation provided; minimal use of evidence	Explanation unclear or unsupported

Activity :1

A Silent comedy skit reflecting teacher unpreparedness to teach.

Activity 2:

What is required of a teacher during lesson preparations

activity3: brain storm the various curriculum documents used during lesson preparations.

Activity 4: discuss other aspects taken into consideration other than the text books during preparation for teaching and learning

Activity 5

Discuss the low cost locally available or improved materials that can be used in delivering the lesson .

ACTIVITY 6 (HANDS ON ACTIVITY) Developing a scheme of work

In your subject groups, choose a topic from the syllabus and use the components identified above to develop a scheme of work for two weeks.

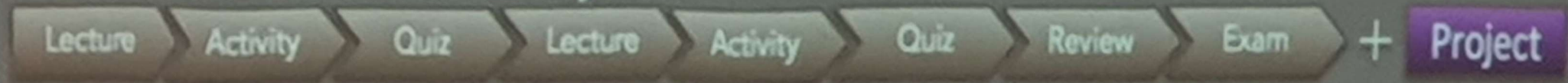
a) Use gallery walk to share and critic each others schemes of work

What is Project – Based Learning?

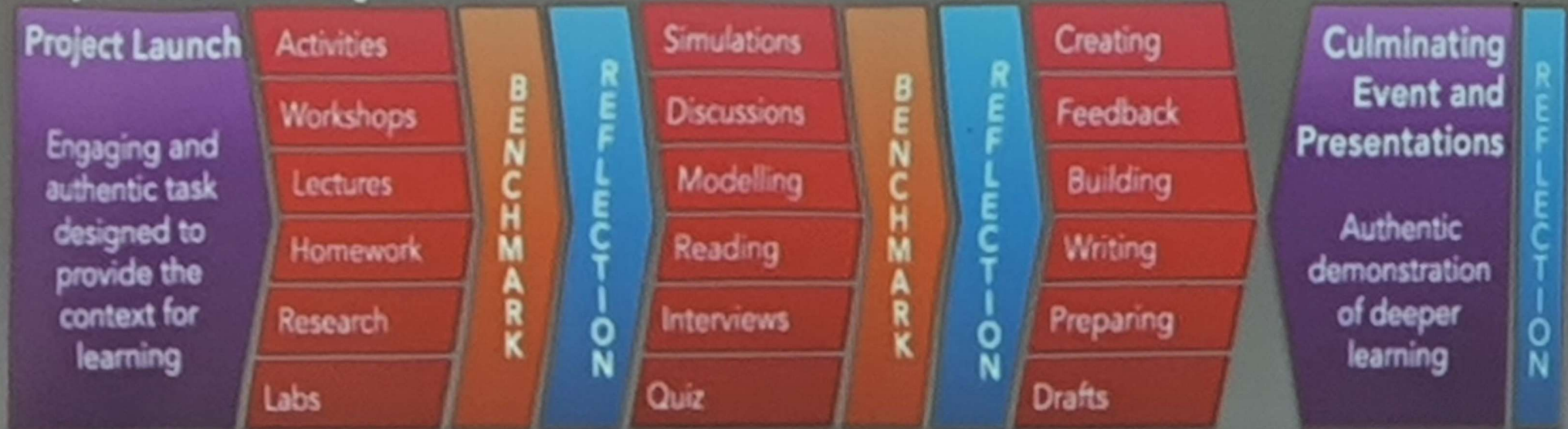
- ❑ A teaching/learning method in which learners **gain** knowledge and skills by working on a **task** for an **extended period** of time to solve a real-life problem or answer a **complex question**.
 - ❑ Learners research, investigate, plan, create, and present their findings, often by working in groups.
 - ❑ Learners produce a publicly exhibited product such as a functional object, a dramatisation, publication, a live presentation or service (a lesson to others), e.g. a poster, a mural, a video, or a written document.
-

Doing Projects vs. Project Based Learning

Traditional Unit with Culmination Project



Project Based Learning Unit



Features of Cohesive Projects

1. Subject Content + 21st C
2. Challenging Problem
3. Sustained Inquiry
4. Authentic
 - Real World Challenge
 - Real world processes/Tasks
 - Impact on others
 - Learners Personal Interest
5. Student Choice
 - Determine Topic, tasks, roles,
 - Determine & Access resources,
 - Decide on product
6. Public to Genuine Audience
7. Feedback and Revision
8. Student Reflection

Major Steps of the Project Method

- ❑ Identify a Topic and Learning Outcomes
 - ❑ Provide a Problem Situation
 - ❑ Develop a Driving Question and Follow-up Question
 - ❑ Plan: Determine the Solution/ Product/Performance
 - ❑ Plan: Develop Activities and timelines
 - ❑ Carry out the project – Research, Interviews, Product,
 - ❑ Exhibit | Reflect | Evaluate
-

Developing the Driving Question

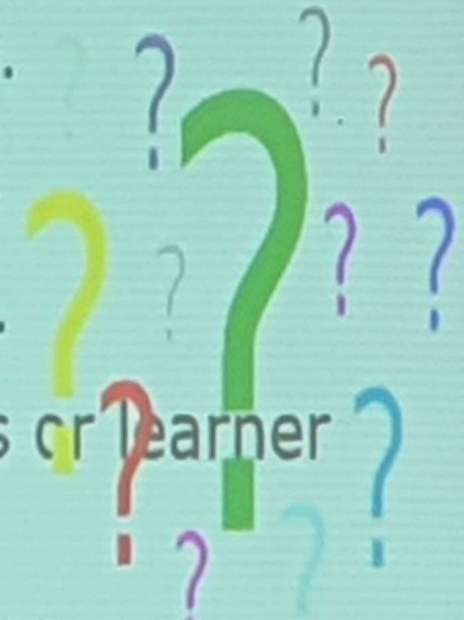
Big Idea:

Student-led inquiry is the core of Project-based Learning.

- A driving question is a **big, open-ended question** that **guides** a learning project, or investigation.
 - It sparks curiosity, encourages exploration, and frames the purpose of the lesson or unit.
-

Characteristics of a Good Driving Qn

1. **Aligned with learning outcome/s** – Guides learners toward competency or learning outcomes.
2. **Open-ended** – No single correct answer.
3. **Challenging** – Promotes critical thinking.
4. **Relevant** – Connects to real-world issues or learner experiences.
5. **Clear and focused** – Easy to understand but deep enough to explore.



How can/do + **I/we/[who]**
+ **[action]** +
[for audience] / [in location]?

e.g. How can **we** **stop the spread**
of flu **in our school?**"

Driving Question #2

Is this a Good Driving Question

- ☐ How does Climate Change affect food security in East Africa?

Instead:

- ☐ How can we raise awareness about the impact of climate change on food security in our community?
-

Driving Question #3

Is this a Good Driving Question

- ☐ Discuss ways of reducing plastic waste

Instead:

- ☐ How can we **reduce plastic waste** school?



What Are Follow-Up Questions?

- Follow-up questions are smaller, focused questions that:
 - Support the driving question.
 - Help break it down into manageable parts.
 - Guide students toward deeper understanding.

-  **Formulating Follow-Up Questions**
- Driving question = **main door**
- Follow-up questions = **keys that open specific rooms.**
- Ask:
 - What do learners need to know to answer the driving question?
 - What skills must be explored?

Driving and Follow-up Questions

□ **DQ:** How can we raise awareness about the impact of climate change on food security in our community?

□ **Follow-up Questions**

- What is climate change?
- How has rainfall changed over the last 10 years in East Africa?
- What crops are most affected by drought?
- What is food security, and why is it important for our community?
- In what ways has climate change already affected food production in our area?
- What local signs or experiences indicate that climate change is impacting food security?
- What are farmers doing to adapt to climate change?

[30 Minutes]

Activity#2: Developing a Driving Question

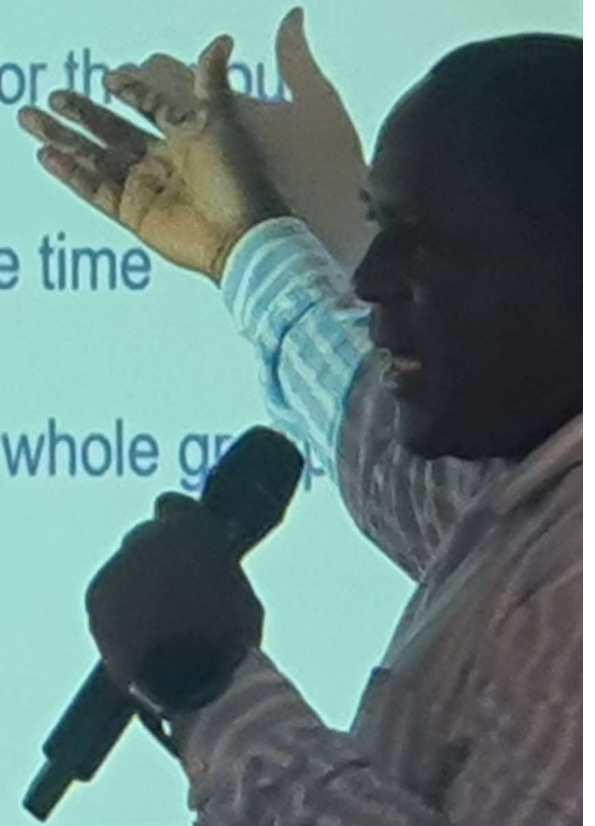
In your subject group;

1. Choose a **topic** from your subject syllabus that you think would benefit from inquiry and hands-on learning
 2. Identify the Learning Outcomes to focus on
 3. Formulate a Driving Question
 4. Create 3 to 5 Follow-Up Questions
 5. Design a Simple Project-Based Learning Activity
 6. Present your work in plenary
-

Group Member Roles



- Group leader: Keeps the group on task
- Notetaker: Takes notes for the group
- Timekeeper: Monitors the time
- Reporter: Reports to the whole group



1

- **Choose Topic and LOs**

- Determine the Topic and Learning Outcomes where applicable

2

- **Providing a situation**

- Teacher • by conversing on different issues, discussing pictures/films/video clips, telling stories or taking out learners on excursions and educational tours

3

- **Developing a Driving Question**

Brainstorming Follow-up Questions

44

• **Planning the Project**

- Determine the solution/ Product/ Performance
- Choose the Audience
- Develop activities to conduct and time

55

• **Executing/Implementing the Project**

- Conduct Research
- Develop the product/Performance

6

- **Exhibition**

- Learners should present, display or exhibit a public product to interested parties beyond the classroom e.g., Another class, Parents, School staff, Community members, internet users etc.

7

- **Evaluation and Reflection the Project**

- Self-reflection and evaluation, questioning what has been achieved and how it could move forward
- Learners should note their mistakes, if any, and see whether they had proceeded, according to the plan or not.

Qualities of a good learning project

A good learning project should be:

- Timely i.e. related to the topic currently being covered on the syllabus in order to encourage maximum learning.
- Useful; when designing a project for learners, emphasis should be put on practical aims.
- Interesting to the learners i.e. it must make an appeal to the emotional needs and diverse interests of the learners.
- Challenging to the learners i.e. it should neither be too simple nor be too difficult for them.

Qualities cont'd

- Economical in terms of resources and time i.e. it should not unnecessarily tax the pockets and energy of the learners in school.
- Rich in experiences of associable nature: team work, interdependence, patience and tolerance, environmental awareness, patriotism and others.
- Capable of relating with other subjects of the curriculum and practical activities in real life.

Local Languages Driving Question

- Topic: Poetry
- Subtopic: Basic concepts in poetry
- Driving question : *How can we use poetry to preserve cultural identity through imagery and oral tradition in our community*
- Follow-up questions:
 1. What are the major concepts of poetry
 2. What role does poetry play in education and cultural transmission.
In what ways has oral tradition influence the structure and performance of poems.
 3. What roles does poetry play in preserving cultural heritage.
 4. How can imagery evoke cultural identity.
 5. How can imagery

Sample Lesson Observation Tool – Upper Secondary (Competency-Based Curriculum)

Part A: General Information.

Item	Details
Observer's Name	
Date of Observation	
Teacher's Name	
Subject	
Class / Level	
Topic / Sub-topic	
Duration	
Key Competency	
Focus	

Part B: Lesson Planning and Preparation

Criteria	Yes / No / Partial	Comments
Lesson outcomes are clearly stated and aligned to CBC learning outcomes		
Competencies targeted are clearly identified		
Lesson is logically sequenced with consideration for prior knowledge		
Use of relevant learner-centered approaches is evident in the plan		
Availability and effective preparation of teaching and learning materials		

Part C: Lesson Delivery (Competency Development)

1 = Not Evident, 2 = Emerging, 3 = Competent, 4 = Excellent

Criteria	Rating (1-4)	Comments
Teacher introduces lesson clearly and connects to real-life situations		
Learners are engaged through exploration, inquiry, or problem-solving		
Teacher facilitates learning rather than dictates content		
Evidence of learner collaboration (e.g., group work, peer discussion)		
Activities/tasks are appropriate and promote development of targeted competencies		
Opportunities provided for learners to reflect, question, and take initiative		

Part D: Use of Teaching and Learning Resources

Criteria	Rating (1-4)	Comments
Resources (charts, ICT tools, models, etc.) used appropriately		
Learning materials are relevant and support competency development		
Local/contextual examples and materials used		

Part E: Assessment for Learning

Criteria	Rating (1–4)	Comments
Continuous assessment methods used effectively during the lesson		
Learner progress is monitored through observation, questioning, and feedback		
Learners are given opportunities to self- or peer-assess		
Assessment tasks match the intended competencies		
Feedback provided is timely, relevant, and supports growth		

Part F: Classroom Climate and Management

Criteria	Observed (✓)	Not Observed (X)	Comments
Respectful, inclusive, and gender-sensitive interactions			
Learner behavior is positively managed			
Classroom setup supports active learning			
Learners feel safe to participate and express ideas			

Part G: Integration of Cross-Cutting Issues

Criteria	Yes / No / Not Applicable	Comments
Values and Life Skills (e.g., critical thinking, collaboration) integrated		
Environmental awareness, ICT, gender, or health issues are integrated where applicable		

Part H: General Feedback

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Strengths Areas for Improvement Suggested Actions

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Lesson flow

1. Introduction

- ☐ Stimulus materials like videos, passages, role play etc.
- ☐ Learner's experiences
- ☐ Field works
- ☐ Experiments
- ☐ Exploration activities
- ☐ Problem solving activities

NOTE: All these MUST be connected to



2. Lesson Development

This includes activities; the learner D(discover), E (explains/ explores), A(analyses) A(applies)

The teacher C(converses), O(observs) and P(product assessment)

3. Presentation (Group)

4. Harmonisation

5. Reflection

6. Evaluation

Activity of Integration

End of Chapter Assessment

2025.05.16 || A-Level Adapted – Nsubuga
Hood 0779097717/0702286842

Activity#1 Understanding an AoI (3 Min)

In groups, brainstorm on the following:

1. What is meant by an activity of integration?
2. How is the activity of integration used in teaching and learning?
3. As a practicing teacher, where can you get the activities of integration to assess learners?

Wrap Up: Understanding an AoI

- ❑ The Activity of Integration serves as a school-based assessment tool for each topic in the syllabus.
- ❑ It provides an opportunity for learners to demonstrate their ability to apply what they have learnt(K,S,U,V,A) in a meaningful way to solve a societal need.
- ❑ It is administered to learners who have been taught and have experienced different learning activities in a given topic.

This activity should be carefully designed to align with almost all learning outcomes of the topic and provide learners with an engaging, hands-on way to demonstrate acquisition of the topical competency.

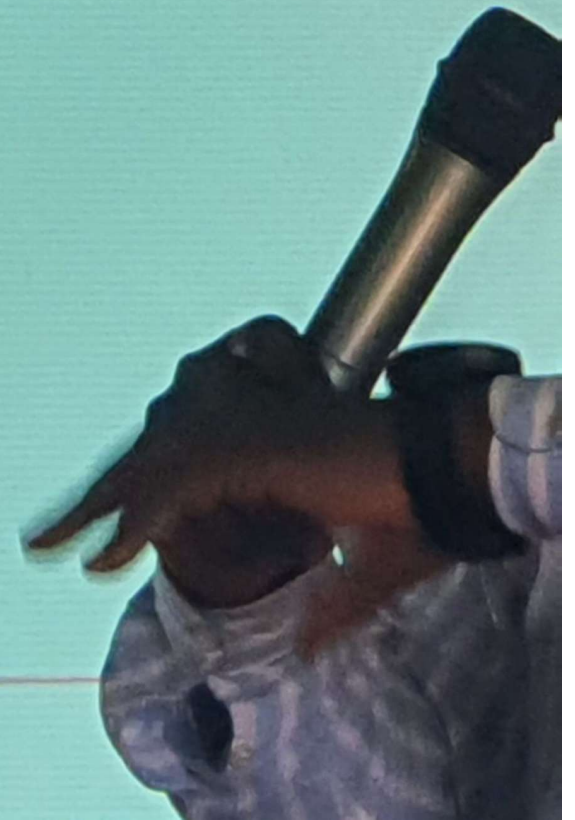
Wrap Up: Understanding an AoI

- ❑ It helps learners to apply and use the knowledge and skills acquired in real life situation
 - ❑ It measures how learners make decision when faced with a real-life situation/problem
 - ❑ It must assess **H**igh **O**rders **T**hinking **S**kills (HOTS)
-

Wrap up: Qualities of a Good AoI

The activity of integration has the following components.

- ☐ Context/Problem/Scenario
- ☐ Instruction with the Expected output
- ☐ Support/Resources/materials



Wrap up: Qualities of a Good AoI

1. Assesses a single competency
 2. Relates scenario to the local environment
 3. Includes readable graphics where necessary
 4. Uses clear and precise language
 5. Has a clear task, with no room for misinterpretation
-

Wrap up: Qualities of a Good AoI

6. The task should require an extended response.
7. Does not use difficult or uncommon names
8. Uses as little punctuation as possible
9. Employs the third person

Features of the Assessment Grid

Output	Basis for Evaluation	Relevance	Accuracy	Coherence	Excellency
Expected deliverable from the learner in line with the scenario	Key concepts to be assessed on the output. (Pillars/standards)	The quality or state of being closely connected or appropriate in relation to the scenario	The quality or state of being correct	The quality of being logical and consistent	Something exceptional or unsolicited

Structure of an Assessment Grid

Basis of Evaluation	Criteria 1 Relevancy	Criteria 2 Accuracy	Criteria 3 Coherence	Criteria 4 Excellency
	Score 3:	Score 3:	Score 3:	Score 1:
	Score 2:	Score 2:	Score 2:	
	Score 1:	Score 1:	Score 1:	