



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		The learner is guided to brainstorm and discuss the core	Curriculum Design (2024) Pg 1; Video clips on CSL	Written Test	

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				be able to explain the principles of CSL as a learning strategy. ⁹		principles that define 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	How can we determine needs to be	The learner is guided to work in collaboration with the community to study	Curriculum Design (2024) Pg 4; Note-taking materials	Oral Questions	

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				categorize various needs in the community. ¹⁷	addressed in the community ?	existing needs and note observations. ¹⁸			
	4			By the end of the lesson, the learner should be able to sort community needs into specific categories (environmental, political, social). ¹⁹		The learner is guided to team up and sort the observed needs into categories: environmental, political, social, economic, and technological. ²⁰	Curriculum Design (2024) Pg 4; Charts/Markers	Teacher made tests	
3	1			By the end of the lesson, the learner should be able to document community needs into a database. ²¹		The learner is guided to use digital or print resources to document the categorized community needs into a database. ²²	Curriculum Design (2024) Pg 4; Computers/Tablets or Logbooks	Project	
	2			By the end of the lesson, the learner should be able to map potential community resources for CSL activities. ²³		The learner is guided to display team spirit while exploring the community for locally available resources. ²⁴	Curriculum Design (2024) Pg 4; Resource mapping tools	Observation	
	3			By the end of the lesson, the learner should be able to		The learner is guided to discuss relevant community partners with whom they	Curriculum Design (2024) Pg 5; Guest speaker (optional)	Oral Questions	

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				explore various community stakeholders for partnership. ²⁵		could forge partnerships. ²⁶			
	4			By the end of the lesson, the learner should be able to analyze the roles of stakeholders in supporting CSL activities. ²⁷		The learner is guided to document community partners and potential roles they could play in supporting CSL. ²⁸	Curriculum Design (2024) Pg 5; Matrix/Table templates	Portfolio	
4	1			By the end of the lesson, the learner should be able to realize the vastness of needs within their communities. ²⁹		The learner is guided to share presentations on the scope of needs identified in their specific locality. ³⁰	Curriculum Design (2024) Pg 4; Presentation slides/Posters	Observation	
	2			By the end of the lesson, the learner should be able to realize the vastness of resources within their communities. ³¹		The learner is guided to create an inventory of resources available for addressing the identified needs. ³²	Curriculum Design (2024) Pg 5; Inventory checklists	Project	
	3			By the end of the lesson, the learner should be able to create a		The learner is guided to maintain a database of community	Curriculum Design (2024) Pg 5; Access database/Spreadsheet	Portfolio	

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				database of community stakeholders. ³³		stakeholders for CSL activities. ³⁴			
	4			By the end of the lesson, the learner should be able to consolidate community data for future planning. ³⁵		The learner is guided to review the complete database of needs, resources, and stakeholders for accuracy. ³⁶	Curriculum Design (2024) Pg 5; Completed Database	Work samples	
5	1			By the end of the lesson, the learner should be able to present findings on community needs and resources. ³⁷		The learner is guided to make presentations to the class regarding their community mapping findings. ³⁸	Curriculum Design (2024) Pg 4; Projector/Whiteboard	Oral Questions	
	2			By the end of the lesson, the learner should be able to reflect on the community needs assessment process. ³⁹		The learner is guided to reflect on the process of identifying needs and the importance of civic responsibility. ⁴⁰	Curriculum Design (2024) Pg 6; Reflection journals	Observation	
	3		1.3 Leadership Development	By the end of the lesson, the learner should be able to examine qualities of an effective leader. ⁴¹	How can we develop effective leaders?	The learner is guided to research using digital devices/print media on the attributes and skills of a good leader. ⁴²	Curriculum Design (2024) Pg 7; Biographies of leaders	Oral Questions	

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	4			By the end of the lesson, the learner should be able to assess different styles of leadership relevant to community initiatives. ⁴³		The learner is guided to read case studies or watch documentaries of leaders who applied different styles (transformative, democratic, servant). ⁴⁴	Curriculum Design (2024) Pg 7; Case studies/Video clips	Written Test	
6	1			By the end of the lesson, the learner should be able to identify leadership roles for CSL activities. ⁴⁵		The learner is guided to brainstorm and write down leadership roles and responsibilities relevant for managing CSL groups. ⁴⁶	Curriculum Design (2024) Pg 7; Organization charts	Project Work	
	2			By the end of the lesson, the learner should be able to develop guidelines to govern leadership activities. ⁴⁷		The learner is guided to develop CSL guidelines/constitution (election procedures, rotation of roles, conflict management). ⁴⁸⁴⁸	Curriculum Design (2024) Pg 7; Sample constitutions	Portfolio	
	3			By the end of the lesson, the learner should be able to apply leadership skills in executing leadership actions. ⁴⁹		The learner is guided to apply public speaking skills to campaign and articulate a vision for a position. ⁵⁰	Curriculum Design (2024) Pg 8; Podium/Class setup	Observation	

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	4			By the end of the lesson, the learner should be able to elect leaders for CSL group activities. ⁵¹		The learner is guided to elect leaders for different roles according to the laid-out procedures and guidelines. ⁵²	Curriculum Design (2024) Pg 8; Ballot papers/Online poll	Observation	
7	1		1.4 Intercultural Competence	By the end of the lesson, the learner should be able to analyze the concept of intercultural competence. ⁵³	How can we promote healthy interactions between peoples of different cultures?	The learner is guided to brainstorm the concept of 'intercultural competence' (cultural awareness, knowledge, sensitivity). ⁵⁴	Curriculum Design (2024) Pg 10; Dictionary/Internet	Oral Questions	
	2			By the end of the lesson, the learner should be able to discuss intercultural issues and how they are propagated. ⁵⁵		The learner is guided to discuss issues such as stereotypes, misconceptions, and biases while displaying tolerance. ⁵⁶	Curriculum Design (2024) Pg 10; News articles/Clippings	Written tests	
	3			By the end of the lesson, the learner should be able to identify positive intercultural interactions. ⁵⁷		The learner is guided to use the internet to research case studies of existing positive intercultural interactions (tolerance, empathy). ⁵⁸	Curriculum Design (2024) Pg 10; Case study handouts	Portfolio	
	4			By the end of the lesson, the learner should be able to		The learner is guided to discuss different cultures within the school/neighborhood	Curriculum Design (2024) Pg 10; Cultural artifacts/photos	Observation	

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				describe different cultures existing within the immediate environment. ⁵⁹		and their various elements/features. ⁶⁰⁶⁰			
8	MID-TERM	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	MID-TERM BREAK	
9	1			By the end of the lesson, the learner should be able to participate in intercultural activities in the community. ⁶¹		The learner is guided to design and present role plays on intercultural activities. ⁶²	Curriculum Design (2024) Pg 11; Costumes/Props	Project Work	
	2			By the end of the lesson, the learner should be able to engage community members to learn about their cultures. ⁶³		The learner is guided to engage community members from identified cultures in a dialogue to learn and assess cohesion gaps. ⁶⁴	Curriculum Design (2024) Pg 11; Interview guides	Observation	
	3			By the end of the lesson, the learner should be able to plan interventions that promote social cohesion. ⁶⁵		The learner is guided to discuss ideas that promote intercultural competence and select the most viable activity. ⁶⁶	Curriculum Design (2024) Pg 11; Planning templates	Portfolio	

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	4			By the end of the lesson, the learner should be able to implement and reflect on intercultural activities. ⁶⁷		The learner is guided to draw a plan, implement the intervention, and reflect on its effectiveness in promoting cohesion. ⁶⁸	Curriculum Design (2024) Pg 11; Reflection logs	Portfolio	
10	1	2.0 Life Skills	2.1 Self-Awareness in the Community	By the end of the lesson, the learner should be able to explain factors that influence public self-awareness. ⁶⁹	Why is public self-awareness important?	The learner is guided to use digital/print resources to search and discuss the meaning and factors of 'public self-awareness'. ⁷⁰	Curriculum Design (2024) Pg 15; Digital resources	Written tests	
	2			By the end of the lesson, the learner should be able to analyze the importance of positive public image. ⁷¹		The learner is guided to discuss the importance of public image (mannerisms, expressive qualities) and make presentations. ⁷²	Curriculum Design (2024) Pg 15; Video clips on image	Oral questions	
	3			By the end of the lesson, the learner should be able to critique public image effectiveness. ⁷³		The learner is guided to critique selected personalities' public image against their perceived effectiveness in roles. ⁷⁴	Curriculum Design (2024) Pg 15; Newspaper profiles	Observation	
	4			By the end of the lesson, the learner should be able to appreciate a		The learner is guided to tell stories about themselves, receive feedback, and share	Curriculum Design (2024) Pg 15; Peer feedback forms	Portfolio	

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				positive public image. ⁷⁵		how they can enhance their image. ⁷⁶			
11	1		2.2 Conflict Resolution	By the end of the lesson, the learner should be able to explain situations where conflicts might arise in day-to-day life. ⁷⁷	How can I contribute to positive conflict resolution in the community?	The learner is guided to brainstorm on the situations of conflicts in the community and share in class. ⁷⁸	Curriculum Design (2024) Pg 17; Approved textbooks	Written tests	
	2			By the end of the lesson, the learner should be able to discuss approaches of solving conflicts in the community. ⁷⁹		The learner is guided to use digital or print resources to search for ways of solving conflicts in the community. ⁸⁰	Curriculum Design (2024) Pg 17; Digital resources	Oral questions	
	3			By the end of the lesson, the learner should be able to analyze approaches of solving conflicts for fairness. ⁸¹		The learner is guided to analyze approaches of solving conflicts in their community for fairness. ⁸²	Curriculum Design (2024) Pg 17; Case studies	Observation	
	4			By the end of the lesson, the learner should be able to demonstrate conflict		The learner is guided to watch relevant video clips on methods of solving conflicts and role	Curriculum Design (2024) Pg 17; Video clips	Portfolio	

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				resolution methods. ⁸³		play strategies in class. ⁸⁴			
12	1			By the end of the lesson, the learner should be able to apply strategies of solving conflicts in the community. ⁸⁵		The learner is guided to reflect on personal conflict resolution experiences and share lessons learned. ⁸⁶	Curriculum Design (2024) Pg 17; Journals	Oral questions	
	2			By the end of the lesson, the learner should be able to appreciate peaceful conflict resolution. ⁸⁷		The learner is guided to document personal experiences on peaceful conflict resolution in the community. ⁸⁸	Curriculum Design (2024) Pg 17; Writing materials	Portfolio	
	3		2.3 Responsible Decision Making	By the end of the lesson, the learner should be able to describe the decision-making process in day-to-day life. ⁸⁹	How can I make responsible decisions in life?	The learner is guided to discuss and analyze different decisions in day-to-day life in light of the decision-making process. ⁹⁰	Curriculum Design (2024) Pg 19; Decision charts	Written tests	
	4			By the end of the lesson, the learner should be able to evaluate qualities of responsible decisions. ⁹¹		The learner is guided to engage a resource person or discuss qualities of responsible decisions. ⁹²	Curriculum Design (2024) Pg 19; Resource person/Video	Oral questions	



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13	ALL	END TERM	ASSESSMENT	END TERM ONE ASSESSMENT		END TERM ONE ASSESSMENT		EXAMS	