ONE47

NATIONAL CIVIC EDUCATION MANUAL SERIES

VOLUME IV

ONE47

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VOLUME IV

SCHOOLS CIVIC EDUCATION MANUAL

Sammywilliam Michael Mwangi Njoroge

First Edition

Nairobi, Kenya | 2027

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The ONE47 National Flag and related flag standards in this volume are presented in accordance with the supplied National Flag, Emblems and Names Act, 2027 and its accompanying Explanatory Memorandum. This manual should be read together with those source documents for legal, technical and civic interpretation.

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FOREWORD

Civic education is strengthened when learners can connect constitutional values, national identity and citizenship responsibilities with practical experience. Volume IV of the ONE47 National Civic Education Manual Series is designed for schools and learning institutions as a structured resource for that purpose.

This manual introduces learners to Kenya's national symbols, the ONE47 National Flag concept, the meaning of national colours, the forty-seven counties, constitutional values, patriotism and citizenship. It then moves from knowledge to practice through classroom activities, school flag ceremonies, teacher guidance, assessment tools and school projects.

The central educational principle is Diversity in Unity: the understanding that Kenya's counties, communities and identities can remain distinct while contributing to one Republic and one shared national future. The forty-seven-segment circle is used throughout the manual as a civic-learning device for discussing equality, inclusion, cooperation and collective responsibility.

The volume is intended to support informed, age-appropriate and participatory learning. Its aim is not only to help learners know civic concepts, but also to practise respect, integrity, responsibility, cooperation and service in daily school and community life.

PREFACE

ONE47 is founded on the principle of Diversity in Unity and on the conviction that Kenya's diversity and national unity can reinforce one another. Volume IV translates that principle into a schools-focused civic-education framework for learners, teachers, facilitators and institutions.

The chapters are arranged progressively. They begin with learning objectives and competencies, then address national symbols, the ONE47 National Flag concept, national colours, Kenya's forty-seven counties, constitutional values, patriotism and citizenship, and respect for national symbols. Later chapters provide classroom activities, school flag ceremony guidance, a teacher's guide, student assessment, school projects, a glossary and extensive supporting appendices.

The supporting materials are intended for practical use. They include lesson plans, learner worksheets, assessment tools, ceremony guidance, educational poster concepts, county learning templates, a civic education club framework and facilitator training guidance.

This volume should be used flexibly according to learner age, educational level and institutional context. It should be read together with the National Flag, Emblems and Names Act, 2027 and the accompanying Explanatory Memorandum. The Act provides the operative legal and technical framework; the Memorandum is explanatory and does not form part of the operative provisions unless expressly incorporated by reference.

ACKNOWLEDGEMENTS

This volume draws on constitutional, legislative, curriculum, educational and technical sources identified in the References and International Technical Standards section. These materials provide the legal, civic-learning and standards context within which the manual has been prepared.

ONE47 acknowledges the role of teachers, learners, school administrators, civic-education practitioners, public institutions, community leaders, curriculum specialists and readers whose participation gives civic education its practical meaning.

Particular recognition is given to institutions whose published materials support the constitutional, educational and technical discussions used in this volume, including Kenya Law, the Kenya Institute of Curriculum Development, UNESCO, the United Nations and relevant international standards bodies.

The series is intended to support informed learning and constructive participation across all forty-seven counties.

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ABBREVIATIONS

CIE - International Commission on Illumination

CMYK - Cyan, Magenta, Yellow and Key (Black) colour model

ISO - International Organization for Standardization

KICD - Kenya Institute of Curriculum Development

PDF - Portable Document Format

RGB - Red, Green and Blue colour model

UN - United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organization

CHAPTER 1: LEARNING OBJECTIVES AND COMPETENCY FRAMEWORK

This chapter teaches the ONE47 proposal as a civic education framework. The National Flag, Emblems and Names Act, 2027 is proposed legislation, and the Parliamentary Memorandum explains the civic, artistic and constitutional meaning of the design.

Learners should distinguish the proposed national system from flags currently in lawful use.

The ONE47 flag framework is presented as a proposal under the National Flag, Emblems and Names Act, 2027, read with its Parliamentary Memorandum. Learners should distinguish proposed legal requirements from explanatory symbolism and from classroom activities. Civic understanding includes the five national colours, the equal representation of forty-seven counties, cooperation, and respectful use of national symbols.

Colleges and Universities

FOUNDATIONS OF CIVIC EDUCATION

The purpose of civic education is not only to provide learners with information about citizenship but also to develop the knowledge, skills, attitudes and values required for responsible participation in society.

A complete civic education programme should enable learners to understand their role within the Republic, appreciate national identity, respect diversity and contribute positively to community and national development.

This chapter establishes the learning objectives and competency framework for the ONE47 Schools Civic Education Manual.

The framework is designed to support learners at different educational levels:

- Primary Schools;
- Junior Secondary Schools;
- Senior Schools;
- Technical Institutions;
- Colleges;
- Universities.

The depth of learning may be adjusted according to the age, educational level and learning capacity of students.

1.1 Purpose of the Learning Framework

The learning framework provides guidance on what learners should know, understand and demonstrate after completing civic education activities.

It focuses on three major areas:

1. Knowledge Competencies What learners should understand.
2. Skills Competencies What learners should be able to do.
3. Values and Attitude Competencies How learners should behave and relate with others.

Together, these competencies develop citizens who are:

- Informed;
- Responsible;
- Respectful;
- Participative;
- Patriotic.

1.2 Overall Learning Objectives

By the end of the civic education programme, learners should be able to:

1. Explain the meaning and importance of citizenship.
2. Understand the role of national symbols in promoting identity and unity.
3. Describe the significance of the National Flag and other national symbols.
4. Explain the symbolism and civic principles represented by the ONE47 Flag, including the forty-seven-segment unity ring and central handshake emblem.
5. Appreciate Kenya's diversity and the importance of inclusion.
6. Understand the constitutional values and principles guiding citizenship.
7. Demonstrate respect for national institutions and public symbols.
8. Participate responsibly in school and community activities.
9. Develop leadership, cooperation and problem-solving skills.
10. Promote peace, unity and responsible citizenship.

1.3 Knowledge Competencies

1.3.1 Understanding Citizenship

Learners should understand:

- Meaning of citizenship;
- Rights and responsibilities of citizens;
- Importance of participation in society;
- Relationship between citizens and government.

Learners should recognize that citizenship involves both receiving rights and fulfilling responsibilities.

1.3.2 Understanding National Identity

Learners should understand:

- What creates national identity;
- The importance of shared history;
- The role of culture and heritage;
- The importance of national symbols.

Learners should appreciate that national identity brings together people from different communities and backgrounds.

1.3.3 Understanding National Symbols

Learners should be able to identify:

- The National Flag;
- The National Anthem;
- The Coat of Arms;
- The Public Seal;

They should understand that national symbols represent:

- Sovereignty;
- History;
- Values;
- Unity;
- National aspirations.

1.3.4 Understanding the ONE47 Flag

Learners should understand:

The Forty-Seven Segment Ring

The circular ring represents and visually connects:

- Kenya's forty-seven counties;
- Equal recognition of counties within one Republic;
- Diversity in Unity;
- Shared national identity and collective responsibility.

The Colour Symbolism Learners should understand the meaning of: Black

- The people of Kenya;
- Shared national identity.

White

- Peace;
- Unity;
- National cohesion.

Red

- The struggle for independence;
- Shared sacrifice;
- Courage and national commitment.

Green

- Land;
- Natural resources;
- Environmental stewardship and prosperity.

Gold

- Shared opportunity;
- Innovation;
- Hope and creativity;
- The national promise to build a better future for present and future generations.

1.4 Skills Competencies

Civic education develops practical abilities that allow learners to participate effectively in society.

1.4.1 Communication Skills

Learners should develop the ability to:

- Express ideas clearly;
- Listen respectfully;
- Participate in discussions;
- Present civic projects.

Examples:

- Classroom debates;
- Presentations;
- Public speaking activities.

1.4.2 Critical Thinking Skills

Learners should develop the ability to:

- Ask meaningful questions;
- Analyse information;
- Compare different viewpoints;
- Make informed decisions.

Critical thinking enables learners to participate responsibly in democratic society.

1.4.3 Collaboration Skills

Learners should learn how to:

- Work with others;
- Respect different opinions;
- Share responsibilities;
- Solve problems collectively.

These skills reinforce the principle that national development requires cooperation.

1.4.4 Leadership Skills

Learners should develop:

- Confidence;
- Responsibility;
- Decision-making ability;
- Service-oriented leadership.

Leadership activities may include:

- Student councils;
- Civic clubs;
- Community projects.

1.4.5 Research and Project Skills

Learners should be able to:

- Collect information;
- Conduct interviews;
- Prepare reports;
- Present findings.

Examples:

- County heritage research;
- Environmental projects;
- National symbols exhibitions.

1.5 Values and Attitude Competencies

Civic education seeks to develop positive attitudes and ethical behaviour.

1.5.1 Patriotism

Learners should develop:

- Love for Kenya;
- Commitment to national progress;

- Respect for national identity.

Patriotism should encourage service, responsibility and unity.

1.5.2 Respect

Learners should demonstrate respect for:

- Other people;
- Different cultures;
- Public institutions;
- National symbols.

1.5.3 Inclusiveness

Learners should understand that every person has value and should participate equally in society.

Inclusiveness involves:

- Respecting differences;
- Rejecting discrimination;
- Supporting equal opportunities.

1.5.4 Integrity

Learners should understand the importance of:

- Honesty;
- Accountability;
- Ethical behaviour;
- Responsibility.

1.5.5 Peace and Cooperation

Learners should promote:

- Dialogue;
- Understanding;
- Non-violence;
- Cooperation.

Peace is essential for national unity and development.

1.6 Competency Levels by Education Stage

A. Primary School Level Learners should be able to:

- Identify national symbols;
- Explain simple meanings of colours;
- Recognize Kenya's counties;
- Demonstrate respect during ceremonies;
- Participate in teamwork activities.

B. Junior Secondary School Level Learners should be able to:

- Explain citizenship responsibilities;
- Discuss constitutional values;
- Analyse national symbols;
- Conduct civic projects;
- Participate in debates.

C. Senior School Level Learners should be able to:

- Evaluate civic issues;
- Conduct research;
- Discuss governance principles;
- Develop leadership skills;
- Participate in community programmes.

D. Technical Institutions and Colleges Learners should be able to:

- Analyse national development challenges;
- Conduct policy discussions;
- Develop community solutions;
- Participate in innovation projects.

E. Universities Learners should be able to:

- Conduct advanced research;
- Critically analyse civic systems;
- Participate in public policy discussions;
- Develop leadership and professional responsibility.

1.7 Learning Approaches

Civic education should use learner-centred approaches including: Discussions Encourage exchange of ideas.

Debates Develop communication and critical thinking.

Research Projects Develop independent learning.

Community Activities Connect learning with practical citizenship.

Creative Activities Include:

- Art;
- Drama;
- Music;
- Exhibitions.

1.8 Assessment of Learning Outcomes

Assessment should measure: Knowledge Can the learner explain civic concepts?

Skills Can the learner apply knowledge practically?

Values Does the learner demonstrate responsible behaviour?

Assessment methods may include:

- Written assignments;
- Presentations;
- Group projects;
- Portfolios;
- Classroom participation.

1.9 Teacher Guidance

Teachers should:

- Adapt lessons according to learner age;
- Encourage respectful discussions;
- Promote inclusion;
- Use practical examples;

- Encourage independent thinking.

Teachers should create learning environments where every learner feels valued and capable of contributing.

The competency framework ensures that civic education develops the whole learner.

The goal is not only to create knowledgeable students but responsible citizens who:

- Understand Kenya's identity;
- Respect constitutional values;
- Appreciate diversity;
- Participate positively in society.

Through knowledge, skills and values, learners become prepared to contribute to Kenya's present and future development.

Activity 1: Personal Reflection

Write five qualities of a responsible citizen.

Activity 2: Group Discussion Discuss: "Why should every county feel included in national identity?"

Activity 3: Civic Skills Exercise

Organize a classroom debate: "Young people have an important role in building Kenya's future."

Activity 4: Project Activity

Prepare a presentation about your county's contribution to Kenya.

CHAPTER 2: NATIONAL SYMBOLS OF KENYA

The proposed Act describes a coordinated family of national, presidential, state, defence forces, county and ceremonial flags. It preserves the Kenyan Shield and the Coat of Arms as distinct heraldic symbols associated with the Presidency and Government respectively.

The Parliamentary Memorandum explains how the proposed system communicates national belonging.

The proposed Act distinguishes the National Flag, Presidential Standard, State Flag, Defence Forces flags, County Flags and Ceremonial Flag Standard. The Kenyan Shield remains the emblem of the Presidency and the Coat of Arms represents the Government.

These distinct designs and functions should not be conflated. The Parliamentary Memorandum explains the civic meaning of the proposed national system.

Colleges and Universities

FOUNDATIONS OF CIVIC EDUCATION

National symbols are important expressions of a country's identity, history, values and aspirations. They provide citizens with visible and meaningful representations of their shared belonging to the Republic.

For learners, understanding national symbols is an important part of civic education because symbols help explain:

- The history of a nation;
- The struggles and achievements of its people;
- The values citizens are expected to uphold;
- The responsibilities of belonging to a country.

Kenya's national symbols represent the sovereignty, dignity and unity of the Republic.

They remind citizens that despite differences in communities, cultures, languages and regions, all citizens share a common national identity.

This chapter introduces learners to Kenya's principal national symbols and explains their civic importance.

2.1 Meaning of National Symbols

A national symbol is an officially recognized representation of a country that expresses its identity, values and heritage.

National symbols may communicate:

- National history;
- Freedom and independence;
- Unity;
- Peace;
- Cultural identity;
- National aspirations.

They create a common connection between citizens and their country.

2.2 Importance of National Symbols

National symbols serve several important purposes.

2.2.1 Promoting National Unity

Symbols provide shared points of identification among citizens.

Regardless of:

- County;
- Ethnic background;
- Religion;
- Language;
- Social background;

citizens can identify with symbols representing the entire Republic.

2.2.2 Preserving National History

National symbols preserve important moments in a country's journey.

They remind citizens about:

- The struggle for independence;
- National achievements;
- Sacrifices made by previous generations.

2.2.3 Teaching National Values

Symbols communicate values such as:

- Peace;
- Courage;
- Unity;
- Responsibility;
- Service.

They help younger generations understand what their nation represents.

2.2.4 Representing Sovereignty

National symbols represent the authority and independence of a nation.

They are used:

- In government institutions;
- During official ceremonies;
- In international representation.

2.3 Principal National Symbols of Kenya

Kenya's national symbols are defined by Article 9(1) of the Constitution as:

1. The National Flag;
2. The National Anthem;
3. The Coat of Arms;
4. The Public Seal.

The Constitution is the supreme law of the Republic, but it is not itself one of the four national symbols listed in Article 9.

2.4 The Constitution of Kenya

2.4.1 Meaning of the Constitution

The Constitution is the supreme law of the Republic of Kenya.

It establishes:

- The structure of government;
- Rights and responsibilities of citizens;
- Principles of governance;
- National values and principles.

2.4.2 Civic Importance of the Constitution

The Constitution guides citizens and institutions by establishing rules for:

- Justice;
- Democracy;
- Equality;
- Accountability;
- Protection of rights.

Learners should understand that respect for the Constitution strengthens national unity and responsible citizenship.

Classroom Activity Discuss: "Why is a Constitution important in a country?"

2.5 The National Flag of Kenya

2.5.1 Meaning of the National Flag

The National Flag is one of the most visible symbols of Kenya.

It represents:

- The Republic;
- The people of Kenya;
- National identity;
- Sovereignty.

The flag is displayed during:

- National celebrations;
- Government ceremonies;
- International events;
- Official occasions.

2.5.2 Traditional Meaning of the Kenyan Flag Colours

The Kenyan flag contains colours with important historical meanings.

Black Represents:

- The people of Kenya;
- National identity;
- African heritage.

Red Represents:

- The struggle for freedom;
- Sacrifice;
- Courage.

Green Represents:

- Kenya's land;
- Agriculture;
- White Represents:

- Peace;
- Unity;
- Harmony.

Shield and Spears The traditional symbols represent:

- Defence of freedom;
- Protection of the nation;
- Readiness to safeguard independence.

2.6 The ONE47 Flag as a Civic Education Concept

The ONE47 Flag provides a civic education framework linking national identity, Kenya's forty-seven counties, constitutional values, cooperation and collective responsibility.

Its central philosophy is: Diversity in Unity

2.6.1 The Forty-Seven Segment Circle

The circular ring consists of forty-seven equal segments representing Kenya's forty-seven counties.

It communicates:

- Equal recognition of counties;
- Shared national belonging;
- Inclusion and equality;
- Cooperation and collective responsibility.

The unbroken circular arrangement represents continuity, connection and unity among all parts of the Republic.

2.6.2 Equal Representation

Each equal segment represents one county and forms part of one continuous national ring.

The equal geometry communicates that no county dominates another and that every county contributes to the national identity and future of Kenya.

2.6.3 Civic Meaning

The ONE47 Flag encourages learners to understand:

- Kenya is one sovereign nation shared by all citizens;
- Every county has equal symbolic recognition;
- Diversity strengthens national unity when it is connected by shared civic responsibility.

2.7 The National Anthem

2.7.1 Meaning of the National Anthem

The National Anthem is a patriotic song expressing national hopes, values and aspirations.

It is performed during:

- National celebrations;
- Official ceremonies;
- International events;
- School occasions.

2.7.2 Values Expressed Through the Anthem

The anthem encourages:

- Unity;
- Peace;
- Justice;
- Service;
- National progress.

2.7.3 Respect During the National Anthem

Learners should:

- Stand respectfully;
- Maintain proper conduct;
- Participate appropriately.

Respect for the anthem demonstrates respect for the Republic.

2.8 The Coat of Arms

2.8.1 Meaning of the Coat of Arms

The Coat of Arms is an official symbol representing the authority and identity of Kenya.

It communicates important national ideas including:

- Strength;
- Unity;
- Agriculture;
- Labour;
- Progress.

2.8.2 Components of the Coat of Arms

The Coat of Arms includes:

- A shield;
- Two lions;
- Spears;
- Agricultural symbols;
- A rooster holding an axe;
- A banner carrying the national motto.

2.8.3 Civic Meaning

The Coat of Arms reminds citizens that national development requires:

- Cooperation;
- Hard work;
- Protection of national interests.

2.9 The Public Seal

2.9.1 Meaning of the Public Seal

The Public Seal is an official mark used to authenticate government documents.

It represents:

- State authority;
- Official recognition;
- Legitimacy of government actions.

2.9.2 Civic Importance

The Public Seal demonstrates that government decisions and official documents operate within established legal authority.

2.10 Respect for National Symbols

Citizens demonstrate respect for national symbols by:

- Handling them properly;
- Observing official procedures;
- Participating respectfully in ceremonies;
- Teaching others their importance.

Respect for national symbols reflects respect for fellow citizens and the Republic.

2.11 National Symbols and Young Citizens

Young people can promote respect for national symbols by:

- Learning their meanings;
- Sharing knowledge;
- Participating in school ceremonies;
- Protecting public property;
- Promoting unity.

Students should understand that symbols have meaning only when citizens practise the values they represent.

2.12 Classroom Activities

Activity 1: Symbol Identification

Learners identify Kenya's national symbols and explain their importance.

Activity 2: Research Project

Choose one national symbol and prepare a presentation.

Activity 3: Discussion Question: "How do national symbols unite people from different communities?"

Activity 4: Creative Exercise

Draw a national symbol and explain its meaning.

2.13 Teacher Guidance

Teachers should:

- Explain symbols objectively;
- Encourage respect and understanding;
- Connect symbols with civic values;
- Encourage learners to ask questions.

Teachers should emphasize that national symbols belong to all citizens and represent shared identity.

National symbols are important expressions of Kenya's identity, history and values.

They remind citizens of:

- Shared belonging;
- National responsibilities;
- Constitutional principles;
- The importance of unity.

Understanding national symbols helps learners become informed and responsible citizens.

The ONE47 Flag provides an educational framework for discussing identity, belonging, constitutional values, county equality, cooperation and collective responsibility.

CHAPTER 3: UNDERSTANDING THE ONE47

NATIONAL FLAG The proposed National Flag uses five horizontal bands in the order black, white, red, white and green, in a height-to-length proportion of 2:3. At its centre is an upright handshake within a circular ring of forty-seven equal segments. The ring represents equal county recognition, not an assignment of one colour to each county. Its colour sequence must follow the approved design, not an improvised teaching diagram.

The proposed National Flag has five horizontal bands in the order black, white, red, white and green, with a central handshake inside a forty-seven-segment multicoloured ring and no canton. Its proportions are two to three. The ring represents equal county presence, and the handshake conveys cooperation, peace and collective responsibility. The approved visual design is the reference for faithful reproduction.

Colleges and Universities

FOUNDATIONS OF CIVIC EDUCATION

Flags are among the most powerful symbols used by nations to express identity, history, values and aspirations. A national flag represents the people of a country and serves as a visual reminder of shared belonging.

The ONE47 Flag is designed as a civic education resource that connects national identity, county representation, constitutional values and the philosophy of Diversity in Unity.

The concept seeks to represent a modern understanding of Kenya by recognising:

- The unity of the Republic;
- The equality of Kenya's forty-seven counties;
- The contribution of every community to national development;
- The importance of peace, cooperation and shared responsibility.

This chapter introduces learners to the philosophy, design language, symbolism and civic meaning of the ONE47 Flag.

3.1 Understanding the ONE47 Concept

The name ONE47 combines two ideas: ONE represents:

- One nation;
- One people;
- One shared destiny;
- One collective responsibility.

47 represents:

- Kenya's forty-seven counties;
- The constitutional system of devolved government;
- Equal recognition of every county.

Together, ONE47 communicates: "One nation united through forty-seven equal parts."

3.2 Design Philosophy

The ONE47 Flag is based on the central philosophy: Diversity in Unity Figure 3.1 - ONE47 National Flag Concept Kenya is a diverse country with:

- Different communities;
- Different cultures;
- Different languages;
- Different geographical regions;
- Different economic contributions.



Figure 3.1. ONE47 Proposed National Flag Concept

The design seeks to demonstrate that diversity does not divide the nation but strengthens it when citizens work together.

3.3 Relationship Between Heritage and Innovation

The ONE47 concept maintains a connection with Kenya's historical identity while introducing a representation of the constitutional era.

The design approach seeks to balance: Historical Continuity By retaining traditional national colours and familiar symbolic elements.

Constitutional Identity By recognising:

- Devolution;
- County equality;
- Inclusive governance.

Future Orientation By presenting national unity as an ongoing responsibility of every generation.

3.4 The Forty-Seven Segment Circular Ring

One of the central features of the ONE47 Flag is a circular ring divided into forty-seven equal segments.

Each segment represents one county of Kenya.

3.4.1 Meaning of the Circle

The circle represents:

- Unity;
- Continuity;
- Connection;
- Completeness.

Unlike a line that has a beginning and an end, a circle represents a continuous relationship among all parts.

3.4.2 Meaning of the Forty-Seven Segments

The forty-seven equal segments represent:

- Equal recognition of all counties;
- County equality within one sovereign Republic;
- Shared national belonging;
- Inclusion and collective responsibility.

No segment is greater, smaller or more important than another.

The geometry communicates that every county contributes to Kenya's national identity and shared future.

3.4.3 Equal County Representation

The equal division of the circular ring demonstrates the principle that:

- Every county matters;
- Every community contributes;
- Every citizen belongs.

The symbolism is based on unity rather than competition between regions.

3.5 The Circular Ring as a Symbol of National Unity

The circular arrangement teaches learners that national unity requires connection between all parts of society.

The ring represents:

- Cooperation between counties;
- Partnership between citizens;
- Collective responsibility;
- Shared progress.

A nation is strongest when all parts work together.

3.6 The Central Handshake Emblem

The central handshake emblem represents cooperation, peace and collective national responsibility.

It communicates:

- Cooperation;
- Peace;
- Collective national responsibility;
- Shared commitment to the future of the Republic.

Its central placement shows that cooperation and shared responsibility stand at the heart of the national design.

3.7 The Importance of Balance in the Design

The ONE47 concept uses balance as a major design principle.

Balance is reflected through: Equal County Segments Every county receives equal symbolic representation.

Colour Harmony Traditional colours work together to communicate different aspects of national identity.

Central Unity The central emblem connects the different elements into one national symbol.

3.8 The ONE47 Flag and National Values

The ONE47 concept supports discussion of constitutional values including: Patriotism Citizens recognize their responsibility to contribute to national development.

Unity Citizens appreciate that Kenya's strength comes from cooperation.

Equality All counties and citizens are recognised as valuable parts of the Republic.

Inclusion Every community has a place in the national story.

Peace Progress requires peaceful coexistence.

Responsibility Citizens share responsibility for protecting and improving the nation.

3.9 The ONE47 Flag as a Learning Tool

In schools, the ONE47 Flag concept can be used to teach: Geography Understanding the forty-seven counties.

History Exploring Kenya's national development.

Government Understanding devolution and constitutional structures.

Art and Design Learning about symbolism, colour and visual communication.

Citizenship Discussing national unity and responsibility.

3.10 Classroom Interpretation Activities

Activity 1: Understanding the Name Question: What do the words ONE and 47 represent?

Activity 2: County Identity Exercise

Learners should:

1. Identify their county;
2. Describe one unique feature;
3. Explain how their county contributes to Kenya.

Activity 3: Symbol Discussion Discuss: "How can a symbol represent millions of different people?"

Activity 4: Design Reflection

Learners draw a circle and divide it into sections representing different groups working together.

3.11 Teacher Guidance

Teachers should:

- Explain the symbolism clearly;
- Encourage learners to connect concepts with daily experiences;
- Promote respect for all communities;
- Encourage critical thinking.

Teachers should present civic education as a learning process that encourages understanding, dialogue and responsible citizenship.

3.12 Key Learning Messages

Learners should remember:

1. Kenya is one nation made up of diverse communities.
2. Every county contributes to national identity.
3. Unity requires cooperation and respect.
4. National symbols communicate shared values.
5. Citizens have a responsibility to protect peace and promote development.

The ONE47 National Flag concept provides a civic education framework for discussing Kenya's unity, diversity and constitutional identity.

Through the symbolism of one nation and forty-seven counties, learners are encouraged to understand that national strength comes from inclusion, cooperation and shared responsibility.

The concept presents the nation as a connected whole where every county and every citizen contributes to Kenya's future.

CHAPTER 4: MEANING OF NATIONAL COLOURS

The proposed Act and Parliamentary Memorandum assign five principal national colour meanings: black signifies the people of Kenya; red, shared sacrifice and unity; green, land, life and prosperity; white, peace, honesty and cohesion; and yellow or gold, shared opportunity, innovation and national promise. Light green and grey are discussed in the Memorandum as artistic tones, not additional independent national colours. Illustrated skin or brown tones in the handshake should not be described as additional statutory national colours.

The proposed Act identifies five national colours: black for the people of Kenya; red for shared sacrifice and unity; green for land, life and prosperity; white for peace, honesty and cohesion; and yellow or gold for shared opportunity, innovation and national promise. The Parliamentary Memorandum expands their artistic and civic interpretation.

Brown skin tones visible in the handshake are features of the illustrated emblem, not additional national colours or independently prescribed colour codes.

Colleges and Universities

FOUNDATIONS OF CIVIC EDUCATION

Colours are among the most powerful elements of national symbols. They communicate ideas, memories, values and aspirations that connect citizens to their country.

In a national flag, colours are not simply decorative elements. They represent historical experiences, national identity and the hopes of present and future generations.

The Kenyan national colours carry important meanings connected to:

- The people of Kenya;
- The struggle for independence;
- The country's natural environment;
- Peace and unity;
- National development.

The ONE47 Flag retains Kenya's national colours and integrates them with the forty-seven-segment ring and central emblem to communicate people, independence, land and natural resources, peace and unity, shared opportunity, innovation and collective responsibility.

This chapter helps learners understand the meaning of each colour and its relationship to citizenship values.

4.1 Importance of Colours in National Identity

National colours help citizens recognise and identify their country.

They serve to:

- Represent national history;
- Communicate shared values;
- Strengthen patriotism;
- Create a sense of belonging;
- Inspire national responsibility.

Colours become meaningful when citizens understand and practise the values they represent.

4.2 Official Colour Symbolism

The national colours carry a shared civic meaning across the flag system.

In the ONE47 Flag, the colours communicate:

- Historical experiences;
- Natural resources;
- Cultural identity;

Figure 4.1 - ONE47 National Colours and Symbolism

- National aspirations;
- Social values.

In the ONE47 concept, colours work together to communicate a complete national message rather than representing separate interests.

4.3 Black Colour

Symbolic Meaning Black represents:

- The people of Kenya;
- Shared national identity;
- The citizens who form the foundation of the Republic;
- Equal human dignity.

Civic Meaning The colour reminds citizens that the nation exists because of its people.

Every Kenyan citizen contributes to the strength and identity of the Republic.

It teaches learners that:

- Citizens are the foundation of democracy;
- Every person has dignity;
- Every community has value.

Learning Reflection Question: How do citizens contribute to building their country?

4.4 Red Colour

Symbolic Meaning Red represents:

- The struggle for independence;
- Shared sacrifice;
- Courage;
- Commitment to defend and build the nation.

Historical Meaning The colour recalls the sacrifices made by previous generations in the journey toward independence and nationhood.

Civic Meaning Red teaches learners about:

- Courage in defending what is right;
- Responsibility toward others;
- Commitment to national values.

It reminds citizens that freedom and progress require dedication and sacrifice.

Learning Reflection Question: What sacrifices can young people make to improve their communities?

4.5 Green Colour

Symbolic Meaning Green represents:

- Kenya's land;
- Natural resources;
- Environment;

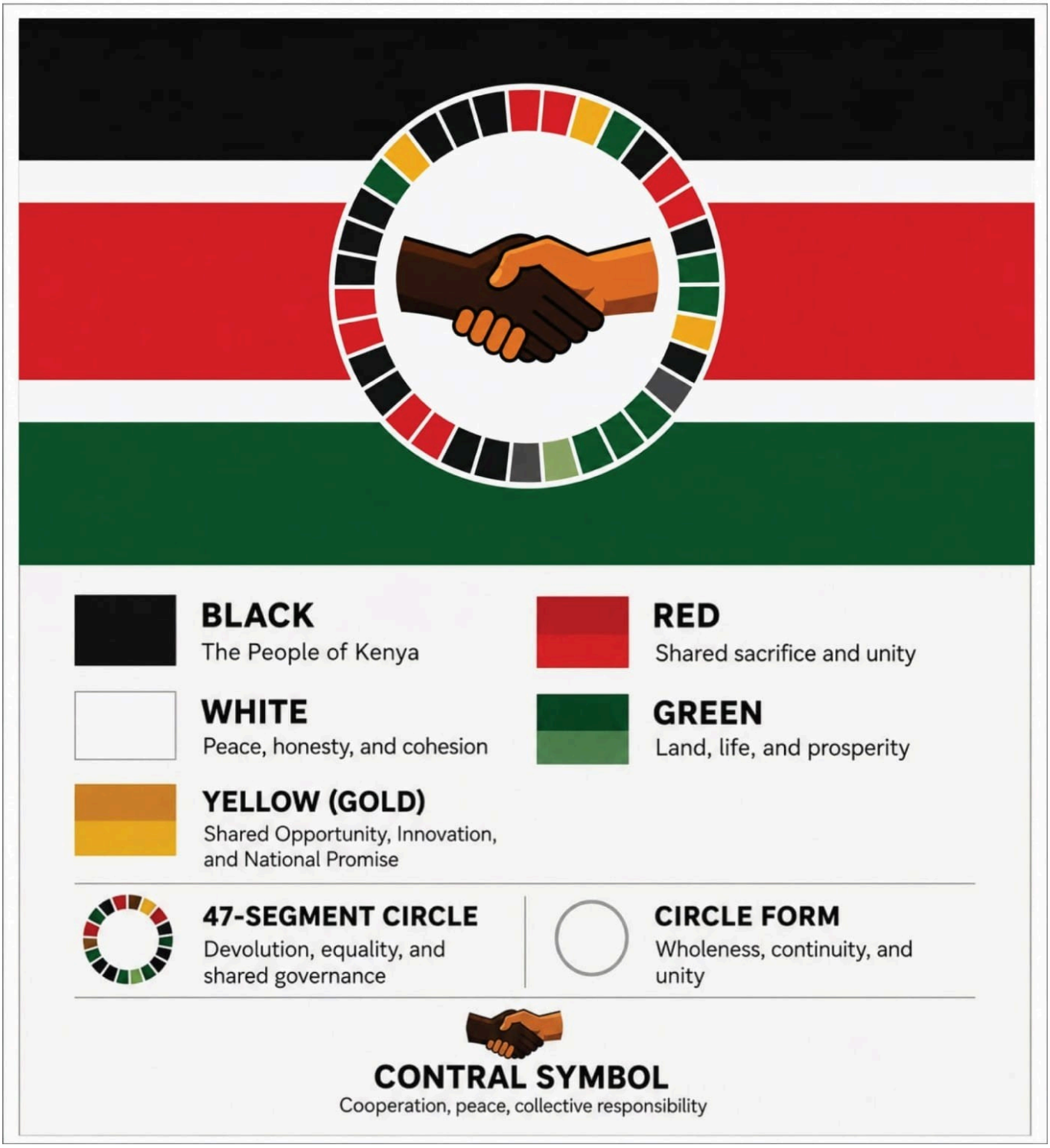


Figure 4.1. ONE47 National Colours and Symbolism

- Civic Meaning Green reminds citizens that Kenya's environment is a shared responsibility.

Learners should understand the importance of:

- Protecting forests;
- Conserving water;
- Caring for wildlife;
- Supporting sustainable development.

National Development Connection Kenya's land and resources support:

- Food production;
- Economic activities;
- Community livelihoods.

Protecting the environment contributes to national progress.

Learning Reflection Question: What actions can students take to protect the environment?

4.6 White Colour

Symbolic Meaning White represents:

- Peace;
- Unity;
- Harmony;
- Reconciliation.

Civic Meaning Peace is necessary for individuals, communities and nations to develop.

White reminds citizens to promote:

- Respect;
- Dialogue;
- Understanding;
- Cooperation.

School Application Learners practise the meaning of white by:

- Resolving disagreements peacefully;
- Respecting different opinions;
- Supporting inclusive activities.

Learning Reflection Question: How can students promote peace in school?

4.7 Gold Colour

Symbolic Meaning Gold represents:

- Shared opportunity;
- Innovation;
- Hope and creativity;
- The national promise;
- A better future for present and future generations.

Civic Meaning Gold represents shared opportunity, innovation and the national promise to build a better future for present and future generations.

It encourages learners to pursue:

- Creativity;
- Education;
- Excellence;

- Positive contribution to society.

Future Orientation Gold reminds citizens that national development depends on:

- New ideas;
- Responsible leadership;
- Innovation;
- Investment in young people.

Learning Reflection Question: How can young people contribute to Kenya's future progress?

4.8 Relationship Between the Colours

The colours of the ONE47 National Flag concept should be understood as interconnected.

Together they communicate: Black The people who form the nation.

Red The courage and sacrifice that protect national freedom.

Green The land and resources that sustain the nation.

White The peace and unity that hold society together.

Gold Shared opportunity, innovation and the national promise that guide the future.

Together, the colours communicate a national story of people, independence and sacrifice, land and natural resources, peace and unity, opportunity and innovation.

People, sacrifice, land, peace and progress.

4.9 Colour Symbolism and Citizenship Values

The national colours can be connected to daily citizenship behaviour.

Colour Value Example of Citizen Action Black Identity and dignity Respecting every citizen Red Courage and responsibility Standing for what is right Green Environmental responsibility Protecting nature White Peace and unity Resolving conflicts peacefully Colour Value Example of Citizen Action Gold Shared opportunity and innovation Creating solutions for society

4.10 Teaching Activities

Activity 1: Colour Interpretation Exercise

Learners match each colour with its meaning.

Activity 2: Creative Art Project

Draw the ONE47 Flag and explain the meaning of each colour.

Activity 3: Group Discussion Topic: "Colours can communicate values without using words." Discuss.

Activity 4: Community Connection

Learners identify examples of each value in their community.

4.11 Teacher Guidance

Teachers should:

- Explain colours within their national context;
- Encourage learners to connect symbolism with behaviour;
- Promote respect for national identity;
- Encourage creativity and discussion.

Teachers should remind learners that symbols gain meaning through responsible actions by citizens.

4.12 Key Learning Messages

For civic learning, the colours can be taught as one connected national message: black represents the people; red represents the struggle for independence and shared sacrifice; green represents land and natural resources; white represents peace and unity; and gold represents shared opportunity, innovation and the national promise to build a better future. These values belong to all counties and communities together.

Learners should understand:

1. National colours represent important ideas about a country.
2. Kenya’s colours communicate identity, history and aspirations.
3. Every colour contributes to the complete national message.
4. Citizens demonstrate respect for national symbols through their actions.
5. National progress requires peace, responsibility and cooperation.

The colours of the ONE47 Flag provide a visual representation of Kenya's people, independence, land and natural resources, peace and unity, shared opportunity, innovation and future promise.

Through understanding national colours, learners develop a deeper appreciation of citizenship and national identity.

The colours remind every generation that the future of Kenya depends on citizens who protect peace, respect diversity and work together for progress.

CHAPTER 5: KENYA'S FORTY-SEVEN COUNTIES

The forty-seven equal sectors of the proposed unity ring represent Kenya's forty-seven counties without ranking them by population, area, wealth or political influence. Each sector measures approximately 7.6596 degrees. The colours circulate around the ring as shared national values; no individual county is assigned a particular colour.

The forty-seven equal ring segments stand for the forty-seven counties without assigning an exclusive colour to any county. Each segment spans approximately 7.6596 degrees. The continuous ring signifies unity, equality, devolution and cooperation; no county is privileged by population, size or placement. The colour sequence follows the approved design rather than a freely improvised pattern.

Colleges and Universities Kenya is a nation composed of diverse communities, cultures, landscapes and economic activities.

The Constitution of Kenya established a system of devolved government consisting of forty-seven counties, each with equal constitutional recognition.

The counties represent the people, resources, cultures and unique contributions that collectively form the Republic of Kenya.

Understanding the forty-seven counties is an important part of civic education because it helps learners appreciate:

- National diversity;
- Equal representation;
- Shared governance;
- Community identity;
- Collective responsibility.

The ONE47 National Flag concept uses the symbolism of forty-seven equal segments to represent the unity and equal importance of all counties within one nation.

5.1 Understanding Devolution in Kenya

5.1.1 Meaning of Devolution

Devolution refers to the transfer of certain government functions and resources from the national government to county governments.

It was established to:

- Bring services closer to citizens;
- Promote local participation;
- Recognise regional diversity;
- Encourage balanced development.

5.1.2 Importance of Devolution

Devolution strengthens citizenship by allowing communities to participate more directly in governance.

It promotes:

- Local decision-making;
- Community participation;
- Development planning;
- Accountability;
- Inclusion.

5.2 The Forty-Seven Counties as Equal Parts of Kenya

Each county has:

- Equal constitutional status;
- A unique identity;
- Distinct resources;
- Important contributions to national development.

The counties are not separate nations but parts of one united Republic.

The relationship between counties can be compared to:

- Different parts of one body;
- Different pieces of one national story;
- Different colours forming one complete picture.

5.3 The Forty-Seven Segment Circle in the ONE47 Flag

Each of the forty-seven counties is represented by one equal segment. The circle does not give a larger segment to a more populous, wealthier or geographically larger county, and no county is assigned a unique colour. This makes the emblem a simple visual lesson in equality, devolution and shared national belonging.

The circular ring in the ONE47 National Flag concept contains forty-seven equal segments.

Each segment represents one county. The design communicates: Equality No county is represented as more important than another.

Inclusion Every county has a place within the national identity.

Unity All counties are connected within one continuous circle.

Shared Responsibility The progress of Kenya depends on cooperation among all counties.

5.4 Symbolism of the Circle

The circular arrangement represents important civic ideas.

5.4.1 Continuity

A circle has no beginning or end. It represents the continuous relationship between:

- Citizens;
- Counties;
- Institutions;
- Generations.

5.4.2 Connection

The circle demonstrates that counties are connected through:

- Shared citizenship;
- National institutions;
- Common aspirations.

5.4.3 Balance

The equal segments represent fairness and equal recognition.

5.5 County Identity and National Identity

Learners should understand that county identity and national identity complement each other.

A person can be proud of:

- Their county;
- Their community;
- Their culture;
- Their national identity.

Being proud of one's county does not reduce loyalty to Kenya.

Instead, local identity contributes to the richness of national identity.

5.6 Contribution of Counties to Kenya's Development

Every county contributes to Kenya's development through: Agriculture Counties contribute through:

- Food production;
- Livestock;
- Fisheries;
- Agricultural innovation.

Natural Resources Counties contribute through:

- Forests;
- Minerals;
- Water resources;
- Wildlife.

Culture and Heritage Counties preserve:

- Languages;
- Traditions;
- Historical sites;
- Cultural practices.

Industry and Innovation Counties contribute through:

- Businesses;
- Manufacturing;
- Technology;
- Entrepreneurship.

Human Capital The people of every county contribute through:

- Education;
- Skills;
- Leadership;
- Creativity.

5.7 Learning About Kenya's Counties

Students should develop awareness of all forty-seven counties.

Learners should know:

- The location of counties;
- Their unique features;
- Their economic activities;
- Their cultural contributions.

5.8 County Diversity as a National Strength

Kenya's diversity includes:

- Different landscapes;
- Different climates;
- Different cultures;
- Different economic activities.

This diversity creates opportunities for:

- Tourism;
- Trade;
- Cooperation;
- Innovation;
- Cultural exchange.

Unity does not mean everyone is identical.

Unity means working together while respecting differences.

5.9 Classroom County Activities

Activity 1: County Mapping Exercise

Learners should:

1. Draw or study a map of Kenya.
2. Identify all forty-seven counties.
3. Locate their home county.
4. Identify neighbouring counties.

Activity 2: County Heritage Presentation

Each group selects a county and presents:

- Location;
- Culture;
- Economy;
- Unique features;
- Contribution to Kenya.

Activity 3: ONE47 Circle Exercise

Learners create a circle divided into forty-seven sections and discuss: "Why should every section have equal importance?"

Activity 4: County Exhibition Schools may organise:

- County cultural displays;
- Food exhibitions;
- Traditional art presentations;
- Research projects.

5.10 Teacher Guidance

Teachers should:

- Encourage appreciation of all counties;
- Avoid stereotypes about communities;
- Promote equality and inclusion;
- Connect county identity with national unity.

Teachers should emphasise: Every county is valuable, and Kenya’s strength comes from cooperation among all its parts.

5.11 Key Learning Messages

Learners should remember:

1. Kenya has forty-seven counties established under the Constitution.
2. Every county has equal constitutional recognition.
3. Counties contribute differently but equally to national development.
4. Diversity is a strength when citizens cooperate.
5. National unity is built through inclusion and shared responsibility.

Kenya's forty-seven counties represent the diversity, creativity and potential of the Republic.

The ONE47 National Flag concept uses forty-seven equal segments as a civic symbol of:

- Equality;
- Inclusion;
- Unity;
- Shared governance.

By understanding counties, learners develop a deeper appreciation of Kenya as one nation made stronger by the contributions of all its people and regions.

CHAPTER 6: CONSTITUTIONAL VALUES

The ONE47 design is presented as an educational expression of unity, equality, devolution, cooperation and collective responsibility. Its visual symbolism supports discussion of constitutional values, but neither the proposed Act nor the Parliamentary Memorandum replaces the Constitution or confers separate constitutional powers upon the emblem.

The proposed national flag system communicates constitutional values through equal county representation, peace, sacrifice, shared opportunity, environmental stewardship and cooperation. The ring and handshake are civic symbols; they do not replace the text of the Constitution or establish new county powers. The Parliamentary Memorandum supplies the interpretive explanation.

Colleges and Universities A nation is strengthened not only by its institutions, resources and infrastructure but also by the values and principles followed by its citizens.

Constitutional values provide the foundation for responsible citizenship, ethical leadership and peaceful coexistence.

For learners, understanding constitutional values helps develop the attitudes and behaviours required to participate positively in society.

The Constitution of Kenya establishes values and principles that guide:

- Citizens;
- Public institutions;
- Leaders;
- Communities;
- National development.

These values encourage a society based on:

- Respect;
- Equality;
- Justice;
- Responsibility;
- Inclusion;
- Accountability.

The ONE47 Schools Civic Education Manual connects these values with the principles of national unity, diversity and shared responsibility.

6.1 Meaning of Constitutional Values

Constitutional values are fundamental principles that guide how citizens and institutions should behave.

They provide standards for:

- Making decisions;
- Exercising rights;
- Performing responsibilities;
- Managing public affairs.

Values influence how individuals relate with:

- Other citizens;
- Communities;
- Government institutions;
- The environment.

6.2 Importance of Constitutional Values

Constitutional values are important because they: Promote National Unity They encourage citizens to recognise that they belong to one Republic.

Protect Human Dignity They ensure every person is treated with respect.

Strengthen Democracy They encourage participation, accountability and responsible leadership.

Support Peaceful Coexistence They promote understanding among people with different backgrounds.

Guide National Development They encourage citizens to work together for the common good.

6.3 National Values and Principles of Governance

Learners should understand that Kenya's constitutional framework promotes values including:

- Patriotism;
- National unity;
- Sharing and devolution of power;
- Rule of law;
- Democracy;
- Participation of the people;
- Human dignity;
- Equity;
- Social justice;
- Inclusiveness;
- Equality;
- Human rights;
- Non-discrimination;
- Protection of the marginalised;
- Good governance;
- Integrity;
- Transparency;
- Accountability.

6.4 Patriotism

Meaning Patriotism is love, commitment and responsibility towards one's country.

A patriotic citizen:

- Respects the nation;
- Contributes positively to society;
- Protects national interests;
- Promotes unity.

Patriotism in Schools Learners demonstrate patriotism by:

- Respecting national symbols;
- Following school rules;
- Protecting public property;
- Helping others;
- Participating in community activities.

Reflection Activity Question: How can students show patriotism in their daily lives?

6.5 National Unity

Meaning National unity refers to citizens working together as one nation despite differences in:

- Culture;
- Region;
- Language;
- Background.

Importance of Unity Unity enables citizens to:

- Solve challenges together;
- Promote peace;
- Build stronger communities;
- Support national progress.

ONE47 Connection The forty-seven segments of the ONE47 Flag concept represent the idea that all counties form one united Republic.

Each part contributes to the strength of the whole.

6.6 Human Dignity

Meaning Human dignity means recognising that every person has value and deserves respect.

Practising Human Dignity Learners demonstrate dignity by:

- Treating others respectfully;
- Rejecting bullying;
- Supporting inclusion;
- Respecting differences.

School Example A school community that values dignity ensures every learner feels:

- Safe;
- Respected;
- Included.

6.7 Equality

Meaning Equality means that all people deserve fair treatment and equal recognition.

Equality in Citizenship All citizens have:

- Equal dignity;
- Equal protection under the law;
- Equal responsibility towards the nation.

County Equality The ONE47 concept uses equal county segments to represent the principle that all counties have value and contribute to Kenya.

6.8 Inclusiveness

Meaning Inclusiveness means ensuring that all people can participate and belong.

Importance of Inclusion Inclusive societies:

- Respect diversity;
- Reduce discrimination;
- Encourage cooperation;
- Create opportunities for everyone.

School Application Students practise inclusion by:

- Welcoming others;
- Respecting different cultures;
- Working together;
- Supporting classmates.

6.9 Good Governance

Meaning Good governance refers to responsible and effective management of public affairs.

It involves:

- Participation;
- Accountability;
- Transparency;
- Respect for the law.

Importance of Good Governance Good governance helps create:

- Trust;
- Development;
- Fairness;
- Effective institutions.

6.10 Integrity

Meaning Integrity means doing what is right, honest and responsible.

Examples of Integrity Learners demonstrate integrity by:

- Being truthful;
- Avoiding cheating;
- Taking responsibility for actions;
- Respecting others' property.

National Importance Integrity strengthens trust between citizens and institutions.

6.11 Transparency and Accountability

Transparency Means openness and honesty in decision-making.

Accountability Means accepting responsibility for actions and decisions.

School Application Students practise accountability by:

- Completing responsibilities;
- Caring for shared resources;
- Admitting mistakes;
- Following agreed rules.

6.12 Respect for Diversity

Kenya's diversity is reflected through:

- Different communities;
- Languages;
- Cultures;
- Traditions;
- Regions.

Respect for diversity means understanding that differences can strengthen society.

Learner Responsibility Students should:

- Avoid discrimination;
- Respect cultural differences;
- Learn from others;
- Promote cooperation.

6.13 Environmental Responsibility

Although environmental protection is not only a constitutional value, it is an important responsibility of citizens.

Learners should practise:

- Conservation;
- Responsible use of resources;
- Tree planting;
- Waste management.

Protecting the environment supports future generations.

6.14 Constitutional Values and the ONE47 National Flag Concept

The ONE47 concept provides a visual learning tool for discussing constitutional values.

The symbolism connects with: Symbol Civic Meaning One Nation Unity Forty-Seven Counties Equality and inclusion Circular Ring Connection and cooperation National Colours Shared history and aspirations Central Emblem Shared responsibility

6.15 Classroom Activities

Activity 1: Values Identification

Learners identify five constitutional values and explain their importance.

Learners identify five constitutional values and explain their importance.

Activity 2: Group Discussion

Topic: “Why is respect for diversity important in Kenya?”

Activity 3: School Scenario Exercise

Discuss: A student is excluded because of their background. Which constitutional values can help solve the problem?

A student is excluded because of their background. Which constitutional values can help solve the problem?

Activity 4: Values Poster Project

Learners create posters showing:

Learners create posters showing:

- Unity;
- Respect;
- Integrity;
- Peace;
- Responsibility.

6.16 Teacher Guidance

Teachers should:

- Encourage respectful discussions;
- Connect values with everyday behaviour;
- Use practical examples;
- Promote fairness and inclusion.

Teachers should help learners understand that constitutional values are not only ideas written in documents but principles demonstrated through actions.

6.17 Key Learning Messages

Learners should remember:

1. Constitutional values guide responsible citizenship.
2. Every person deserves dignity and respect.
3. Unity is strengthened through inclusion and cooperation.
4. Integrity and accountability build trust.
5. Young people can practise constitutional values every day.

Constitutional values provide the foundation for responsible citizenship and national development.

By understanding and practising values such as patriotism, equality, inclusion, integrity and accountability, learners contribute to building a peaceful and united Kenya.

The ONE47 National Flag concept provides a civic education platform for discussing these values by representing unity among diverse counties and shared responsibility among citizens.

CHAPTER 7: PATRIOTISM AND CITIZENSHIP

Patriotism in this educational framework includes respect for fellow citizens, public institutions, peaceful participation, stewardship and service. The proposed flag imagery offers a civic teaching aid; its adoption and official use depend on the proposed Act becoming law and the applicable official standards.

Patriotism includes responsible citizenship, respect for fellow Kenyans and care for national symbols. The proposed flag's handshake signifies shared national responsibility rather than allegiance to any individual, party or county. Educational discussion should remain inclusive and non-partisan.

Colleges and Universities A nation is built not only through laws and institutions but also through the actions, attitudes and values of its citizens.

Citizenship involves belonging to a country while accepting the responsibilities that come with that belonging. A responsible citizen understands their rights, respects the rights of others and contributes positively to society.

Patriotism is the commitment to serve, protect and improve one's country. It is expressed through actions that promote peace, unity, responsibility and national development.

For learners, patriotism and citizenship education develops the understanding that every person, regardless of age, has a role to play in building the future of Kenya.

The ONE47 Schools Civic Education Manual connects patriotism and citizenship with the principles of:

- National unity;
- Respect for diversity;
- Shared responsibility;
- Constitutional values;
- Service to society.

7.1 Meaning of Citizenship

7.1.1 Definition of a Citizen

A citizen is a person who legally belongs to a country and enjoys rights while fulfilling responsibilities.

Citizenship creates a relationship between:

- The individual;
- The community;
- The State.

A citizen is both a beneficiary and a contributor to national development.

7.2 Rights and Responsibilities of Citizens

Citizenship involves a balance between rights and responsibilities.

Rights allow citizens to participate, live with dignity and enjoy protection.

Responsibilities require citizens to contribute positively to society.

7.2.1 Examples of Citizen Rights

Citizens have rights including:

- Respect for human dignity;
- Equal protection under the law;
- Participation in society;
- Access to education;

- Freedom of expression within the law.

7.2.2 Examples of Citizen Responsibilities

Citizens should:

- Respect the Constitution;
- Obey lawful rules;
- Protect public property;
- Respect other people;
- Promote peace;
- Participate in community activities;
- Protect the environment.

7.3 Meaning of Patriotism

7.3.1 Definition

Patriotism is love, loyalty and commitment towards one's country.

True patriotism is demonstrated through responsible actions rather than words alone.

A patriotic citizen works towards:

- Peace;
- Justice;
- Development;
- Unity;
- Protection of national interests.

7.4 Forms of Patriotism

Patriotism can be demonstrated in different ways.

7.4.1 Respect for National Symbols

Citizens demonstrate patriotism by respecting:

- The National Flag;
- The National Anthem;
- The Coat of Arms;
- Other official symbols.

7.4.2 Service to Society

Patriotism is shown through:

- Helping others;
- Community service;
- Volunteering;
- Supporting vulnerable groups.

7.4.3 Protection of the Environment

Citizens show responsibility by:

- Conserving natural resources;
- Planting trees;
- Protecting wildlife;
- Keeping communities clean.

7.4.4 Promotion of Peace

Patriotic citizens:

- Resolve conflicts peacefully;
- Reject violence;
- Encourage dialogue;
- Respect different opinions.

7.5 Young People and Citizenship

Young people are important participants in Kenya's present and future.

Although learners may not yet hold all adult responsibilities, they can practise citizenship through daily actions.

Young citizens can contribute by:

- Respecting others;
- Studying diligently;
- Protecting school property;
- Participating in community activities;
- Learning about national issues.

7.6 Responsible Citizenship in Schools

Schools provide an environment where learners practise citizenship.

Responsible learners: Respect Rules They understand that rules create order and fairness.

Respect Others They treat classmates, teachers and staff with dignity.

Protect Shared Resources They care for:

- Classrooms;
- Books;
- Equipment;
- School facilities.

Participate Positively They contribute to:

- School activities;
- Clubs;
- Community projects;
- Leadership programmes.

7.7 Citizenship and National Unity

Citizenship connects people from different backgrounds into one nation.

Kenya's diversity includes:

- Different cultures;
- Different languages;
- Different regions;
- Different traditions.

Responsible citizenship requires citizens to appreciate diversity while maintaining national unity.

7.8 The ONE47 Concept and Citizenship

The ONE47 National Flag concept provides a visual representation of shared citizenship.

The concept teaches that: ONE Represents:

- One Republic;
- One national identity;
- One shared future.

Represents:

- Forty-seven counties;
- Equal recognition;
- Shared participation.

Together, ONE47 communicates that every county and every citizen contributes to the strength of Kenya.

7.9 Values of a Responsible Citizen

A responsible citizen demonstrates: Respect Treating people and institutions with dignity.

Honesty Being truthful and trustworthy.

Responsibility Accepting duties and consequences.

Cooperation Working with others to achieve common goals.

Tolerance Accepting differences peacefully.

Courage Standing for what is right.

7.10 Citizenship and Community Service

Community service helps learners understand practical citizenship.

Examples include:

- Cleaning community spaces;
- Tree planting;
- Supporting community initiatives;
- Helping elderly or vulnerable persons;
- Participating in environmental activities.

Community service teaches that citizenship involves action.

7.11 Ethical Use of Technology

Modern citizenship includes responsible use of technology.

Learners should:

- Share information responsibly;
- Avoid spreading harmful content;
- Respect privacy;
- Use technology for learning and innovation.

Digital responsibility is part of responsible citizenship in the modern world.

7.12 Challenges to Responsible Citizenship

Citizenship may be weakened by:

- Discrimination;
- Corruption;
- Violence;
- Hate speech;
- Irresponsible behaviour;

- Destruction of public property.

Young people should learn to identify and reject behaviours that harm society.

7.13 Building a Culture of Patriotism

Schools can promote patriotism through:

- Civic education clubs;
- Flag ceremonies;
- Community projects;
- National celebrations;
- Cultural activities;
- Leadership programmes.

Patriotism grows when learners understand their connection to the country and their ability to contribute.

7.14 Classroom Activities

Activity 1: Personal Reflection

Complete the sentence: "I can contribute to Kenya by..."

Activity 2: Group Discussion Topic: "Is patriotism shown more through words or actions?"

Activity 3: Citizenship Role Play

Students act out situations involving:

- Respect;
- Responsibility;
- Cooperation;
- Conflict resolution.

Activity 4: Community Project Planning

Students design a small project that improves their school or community.

7.15 Teacher Guidance

Teachers should:

- Encourage practical examples of citizenship;
- Link lessons to learner experiences;
- Promote service and responsibility;
- Encourage respectful discussion.

Teachers should help learners understand that citizenship is a continuous practice demonstrated through everyday choices.

7.16 Key Learning Messages

Learners should remember:

1. Citizenship involves both rights and responsibilities.
2. Patriotism means actively contributing to national progress.
3. Young people can practise citizenship every day.
4. Unity grows when citizens respect diversity.
5. Kenya's future depends on responsible and active citizens.

Patriotism and citizenship are essential foundations of national development.

A responsible citizen understands their role, respects others and contributes positively to society.

Through civic education, learners develop the knowledge, skills and values required to become responsible citizens who promote peace, unity and progress.

The ONE47 concept reinforces the message that Kenya is one nation made stronger through the participation and contribution of all its citizens and counties.

CHAPTER 8: RESPECT FOR NATIONAL SYMBOLS

Respect for symbols includes careful handling, faithful reproduction and appropriate display. The proposed Act addresses protection of flags and heraldic symbols, authorised use and a transition from existing flags. Teachers must not present proposed offences or penalties as already operative law.

In the proposed framework, correct display, reproduction and treatment of each flag depend on its designated purpose and approved design. The National Flag is distinct from the Presidential Standard, State Flag, County Flags, Defence Forces flags and Ceremonial Flag Standard. Teaching examples must not suggest that all variants may be used interchangeably.

Colleges and Universities National symbols represent the identity, history, values and aspirations of a country. They provide citizens with a shared connection to the Republic and remind people of their responsibilities towards one another and the nation.

Respect for national symbols is an important part of civic education because it reflects respect for:

- The country;
- Fellow citizens;
- National history;
- Constitutional values;
- Public institutions.

For learners, understanding proper respect for national symbols develops patriotism, discipline and responsible citizenship.

The ONE47 Schools Civic Education Manual introduces learners to the importance of respecting national symbols and practising proper conduct during national ceremonies and civic activities.

8.1 Meaning of Respect for National Symbols

Respect for national symbols means recognising their importance and treating them with dignity.

It involves:

- Understanding their meaning;
- Following proper procedures;
- Demonstrating appropriate behaviour;
- Teaching others their importance.

Respect is not only about ceremonies but also about practising the values represented by the symbols.

8.2 Importance of Respecting National Symbols

Respect for national symbols helps to:

8.2.1 Strengthen National Unity

Symbols provide common points of connection among citizens from different backgrounds.

They remind citizens that:

- They belong to one Republic;
- They share common responsibilities;
- They have a common future.

8.2.2 Preserve National Heritage

National symbols carry historical memories and national experiences.

Respecting them ensures that future generations understand:

- The journey of the nation;
- The sacrifices of previous generations;
- The values that guide society.

8.2.3 Develop Responsible Citizenship

Proper conduct during national ceremonies teaches:

- Discipline;
- Responsibility;
- Respect;
- Participation.

8.3 Kenya's National Symbols

Kenya's national symbols are defined by Article 9(1) of the Constitution as:

1. The National Flag;
2. The National Anthem;
3. The Coat of Arms; and
4. The Public Seal.

The Constitution is the supreme law of the Republic, but it is not itself one of the four national symbols listed in Article 9.

8.4 Respect for the National Flag

The National Flag is one of the most visible symbols of Kenya. It represents: - The Republic; - National identity; - Unity; and - Sovereignty.

8.4.1 Proper Conduct During Flag Ceremonies

Learners should:

- Stand respectfully;
- Maintain proper behaviour;
- Follow instructions during ceremonies;
- Avoid actions that show disrespect.

8.4.2 Caring for the Flag

Respect includes proper care and handling.

Citizens should:

- Display the flag appropriately;
- Keep it clean and in good condition;
- Avoid misuse;
- Follow official procedures.

8.5 Respect for the National Anthem

The National Anthem expresses the hopes and values of Kenya.

It communicates themes such as:

- Unity;
- Peace;
- Justice;

- Service;
- National progress.

8.5.1 Behaviour During the National Anthem

Learners should:

- Stand attentively;
- Participate respectfully;
- Avoid unnecessary movement or disturbance.

8.5.2 Meaning Beyond the Ceremony

Respecting the National Anthem means practising the values it represents.

Citizens demonstrate respect through:

- Peaceful behaviour;
- Cooperation;
- Responsibility;
- Service.

8.6 Respect for the Coat of Arms

The Coat of Arms represents the authority and identity of the Republic.

It communicates ideas including:

- Strength;
- Unity;
- Work;
- Progress.

Learners should understand that official symbols of government deserve respect because they represent national institutions.

8.7 Respect for the Constitution

The Constitution is the supreme law of Kenya.

Respecting the Constitution means:

- Understanding citizens' rights;
- Fulfilling responsibilities;
- Respecting the rule of law;
- Promoting justice and equality.

The Constitution provides the foundation for responsible citizenship.

8.8 Respect for the ONE47 National Flag Concept

The ONE47 National Flag concept is introduced in this manual as a civic education resource representing:

- Unity in diversity;
- Equality among counties;
- Shared responsibility;
- National inclusion.

Learners should understand that respect for a national symbol includes understanding the values it communicates.

8.8.1 Symbolic Respect for the Forty-Seven Segments

The forty-seven segments represent Kenya's counties.

Respect for this symbolism means recognising:

- Every county has value;
- Every community contributes;
- National unity depends on inclusion.

8.8.2 Symbolic Respect for the Colours

Respecting the colours means appreciating the values they represent: Colour Meaning Black The people of Kenya Red The struggle for independence and shared sacrifice Green Land and natural resources White Peace and unity Gold Shared opportunity, innovation and the national promise

8.9 National Ceremonies and Civic Events

National symbols are commonly displayed during:

- National celebrations;
- School assemblies;
- Government ceremonies;
- International events;
- Public commemorations.

Learners should understand that these occasions provide opportunities to demonstrate citizenship values.

8.10 Role of Schools in Promoting Respect for Symbols

Schools play an important role in teaching proper respect.

Schools should:

- Conduct civic education lessons;
- Hold respectful flag ceremonies;
- Explain the meaning of symbols;
- Encourage learner participation;
- Promote national values.

8.11 Responsibilities of Learners

Students can demonstrate respect for national symbols by: Learning Understanding their history and meaning.

Participating Taking part in civic activities responsibly.

Protecting Caring for public symbols and property.

Sharing Knowledge Teaching others what they learn.

8.12 Common Forms of Disrespect

Learners should understand behaviours that show disrespect, including:

- Deliberate misuse of symbols;
- Mockery of national ceremonies;
- Damage to public property;
- Disruptive behaviour during official occasions.

Respectful citizenship requires awareness and responsibility.

8.13 Classroom Activities

Activity 1: Symbol Recognition Exercise

Learners identify Kenya's national symbols and explain their meaning.

Activity 2: Ceremony Observation

Students observe a school flag ceremony and discuss:

- What was done correctly?
- What values were demonstrated?

Activity 3: Group Discussion Topic: "Why do national symbols matter to citizens?"

Activity 4: Creative Project Design a poster showing: "Respect for Our National Symbols."

8.14 Teacher Guidance

Teachers should:

- Explain symbols objectively;
- Demonstrate proper conduct;
- Encourage learner participation;
- Connect symbols with daily citizenship.

Teachers should emphasise that symbols are meaningful because of the values and responsibilities they represent.

8.15 Key Learning Messages

Learners should remember:

1. National symbols represent the identity of the Republic.
2. Respect for symbols reflects respect for the nation and fellow citizens.
3. Ceremonial respect should be supported by responsible behaviour.
4. Understanding symbols strengthens citizenship.
5. Young people have a role in preserving national identity.

National symbols unite citizens by representing shared history, values and aspirations.

Respecting national symbols is an important expression of patriotism and responsible citizenship.

Through learning about the National Flag, National Anthem, Constitution, Coat of Arms and other symbols, learners develop appreciation for Kenya's identity and their role in protecting its dignity.

The ONE47 National Flag concept provides an additional civic education framework that encourages learners to understand unity, inclusion and shared responsibility among Kenya's forty-seven counties.

CHAPTER 9: CLASSROOM ACTIVITIES

Classroom activities may use simplified learning models, provided that models are clearly distinguished from approved official artwork. Activities should preserve the five national colour meanings, the equal forty-seven-sector concept and the central handshake without inventing official colour sequences.

When learners draw or analyse the proposed National Flag, they should use the black– white–red–white–green stripe order, a central upright handshake and a ring of forty-seven equal segments. The ring colours must follow the approved illustration for faithful reproductions. Freehand creative work should be identified as an educational interpretation, not an official master design.

Colleges and Universities Civic education becomes meaningful when learners actively participate in discussions, projects and practical activities.

Classroom activities provide opportunities for learners to:

- Apply civic knowledge;
- Develop leadership skills;
- Practise cooperation;
- Express ideas respectfully;
- Connect classroom learning with real-life experiences.

The ONE47 Schools Civic Education Manual encourages interactive learning approaches that enable students to explore:

- National identity;
- Constitutional values;
- Citizenship responsibilities;
- The meaning of national symbols;
- Unity in diversity.

Activities should be adapted according to the age, ability and educational level of learners.

9.1 Purpose of Classroom Activities

Classroom activities are designed to: Encourage Participation Learners actively engage rather than only receive information.

Develop Critical Thinking Students analyse national issues and discuss possible solutions.

Promote Teamwork Activities encourage cooperation among learners from different backgrounds.

Strengthen Civic Responsibility Learners connect values with practical actions.

9.2 Activity Category One: Understanding National Identity

Activity 1: My Kenya Identity Objective To help learners understand what creates a shared national identity.

Instructions Learners discuss:

- What makes Kenya unique?
- What symbols represent Kenya?
- What values unite Kenyans?

Expected Learning Outcome Learners understand that national identity is built through shared values, history and citizenship.

Activity 2: Kenya in Words Objective To encourage learners to describe their understanding of Kenya.

Instructions Students complete the sentence: "Kenya is a nation of _____ because _____." Examples may include:

- Diversity;
- Cultures;
- Opportunities;
- Communities;
- Shared dreams.

9.3 Activity Category Two: Understanding the ONE47 Flag

Concept

Activity 3: Drawing the ONE47 Flag Objective To understand the visual elements of the ONE47 Flag concept.

Instructions Learners should:

1. Draw the flag design.
2. Identify the colours.
3. Explain the meaning of each colour.
4. Explain the significance of the forty-seven segments.

Learning Outcome Learners develop understanding of symbolism and visual communication.

Activity 4: The Forty-Seven Segment Exercise Objective To understand the meaning of equal county representation.

Instructions Learners:

1. Draw a circle.
2. Divide it into sections representing Kenya's counties.
3. Discuss why each section should have equal importance.

Discussion Question "Why is equality important when representing different parts of a nation?"

9.4 Activity Category Three: County Awareness Activities

Activity 5: County Research Project Objective To promote understanding of Kenya's counties.

Instructions Each group selects one county and researches:

- Location;
- Culture;
- Economic activities;
- Historical features;
- Contribution to Kenya.

Presentation Format Groups may present through:

- Posters;
- Maps;
- Speeches;
- Digital presentations;
- Exhibitions.

Activity 6: My County Contribution Objective To help learners appreciate local identity.

Instructions Learners describe:

- Their county;
- A unique feature;
- A contribution their county makes to Kenya.

9.5 Activity Category Four: Constitutional Values Activities

Activity 7: Values Identification Exercise Objective To connect constitutional values with everyday behaviour.

Instructions Learners identify examples of:

- Patriotism;
- Respect;
- Integrity;
- Equality;
- Inclusion;
- Responsibility.

Example Discussion A student returns lost property to its owner.

Question: Which value is demonstrated? Answer: Integrity and responsibility.

Activity 8: Values in Action Objective To show how values are practised.

Instructions Groups create short role plays showing:

- Peaceful conflict resolution;
- Respect for diversity;
- Protection of public property;
- Community service.

9.6 Activity Category Five: Citizenship Activities

Activity 9: Responsible Citizen Reflection Objective To encourage personal responsibility.

Instructions Learners complete: "I can help my country by..." Possible responses:

- Protecting the environment;
- Respecting others;
- Studying hard;
- Helping the community.

Activity 10: Citizenship Challenge Objective To encourage practical citizenship.

Instructions Learners identify one action they can undertake within:

- School;
- Home;
- Community.

Examples:

- Cleaning a shared area;
- Planting trees;
- Helping another learner.

9.7 Activity Category Six: Debate and Discussion

Activity 11: National Unity Debate Topic: "How can young people strengthen national unity?" Discussion Guidelines

Learners should consider:

- Respect for diversity;
- Community service;
- Peace building;
- Responsible use of technology;

- Leadership.

Activity 12: Symbol Discussion Topic: "Why do national symbols matter?"

Learners discuss:

- The National Flag;
- The National Anthem;
- The Constitution;
- Other symbols.

9.8 Activity Category Seven: Creative Arts Activities

Activity 13: National Values Poster Objective To express civic values creatively.

Instructions Learners design posters showing:

- Unity;
- Peace;
- Responsibility;
- Patriotism;
- Environmental care.

Activity 14: Civic Poetry and Writing Objective To encourage creative expression.

Learners write:

- Poems;
- Essays;
- Short stories;
- Speeches.

Suggested topics: "What National Unity Means to Me." "The Kenya I Want to Build."

9.9 Activity Category Eight: School Exhibition Activities

Schools may organise civic exhibitions featuring:

- County cultures;
- National symbols;
- Historical displays;
- Art projects;
- Environmental initiatives.

Exhibition Objectives To:

- Celebrate diversity;
- Encourage research;
- Promote teamwork;
- Share civic knowledge.

9.10 Activity Category Nine: Community Service Projects

Civic learning should extend beyond classrooms.

Students may participate in: Environmental Activities

- Tree planting;
- Clean-up campaigns;
- Conservation projects.

Community Support

- Helping vulnerable groups;
- Supporting local initiatives;
- Volunteer activities.

Awareness Campaigns

- Peace campaigns;
- Anti-discrimination activities;
- Citizenship awareness.

9.11 Digital Civic Education Activities

Modern learners can use technology responsibly for civic learning.

Activities may include:

- Creating digital presentations;
- Producing educational videos;
- Researching counties;
- Designing online awareness campaigns.

Learners should practise responsible digital citizenship.

9.12 Teacher Guidelines for Activities

Teachers should:

- Create inclusive participation;
- Encourage respectful discussion;
- Allow different perspectives;
- Connect activities with learner experiences;
- Avoid discrimination or political bias.

Teachers should ensure activities promote learning, cooperation and citizenship values.

9.13 Assessment of Classroom Activities

Teachers may assess: Knowledge

- Understanding of concepts;
- Explanation of symbolism;
- Awareness of national values.

Skills

- Communication;
- Teamwork;
- Research;
- Creativity.

Values

- Respect;
- Responsibility;
- Cooperation;
- Inclusiveness.

9.14 Key Learning Messages

Learners should remember:

1. Civic education is strengthened through participation.

2. Activities help connect knowledge with real-life action.
3. Every learner can contribute to national unity.
4. Respectful discussion builds understanding.
5. Citizenship is practised through everyday actions.

Classroom activities transform civic education from theory into practical learning.

Through discussions, creative projects, research and community activities, learners develop the knowledge, skills and values required to become responsible citizens.

The ONE47 Schools Civic Education Manual encourages schools to create learning environments where students appreciate Kenya's diversity, respect national symbols and actively participate in building a united and prosperous nation.

CHAPTER 10: SCHOOL FLAG CEREMONIES

School flag ceremonies should teach dignity, inclusion and respect for Kenya's currently applicable national symbols. Demonstrations using the proposed ONE47 design are educational exercises, not a claim that the proposal has already replaced the existing national flag. Official use would be governed by the proposed Act if enacted.

Flag ceremonies in this manual are educational exercises. Any use of the proposed official flag variants should respect their distinct purposes, order of precedence and display requirements as described in the proposed Act. The Ceremonial Flag Standard is not the Presidential Standard or the ordinary National Flag.

Colleges and Universities School flag ceremonies are important civic education activities that help learners develop respect for national symbols, discipline, unity and patriotism.

A flag ceremony provides an opportunity for students and teachers to reflect on:

- National identity;
- Constitutional values;
- Citizenship responsibilities;
- Unity and shared purpose.

Schools are among the first institutions where young citizens learn how to participate in national life. Through regular and respectful flag ceremonies, learners develop habits of responsibility and appreciation for the symbols of the Republic.

The ONE47 Schools Civic Education Manual recognises school ceremonies as important learning environments where learners can understand the meaning of national symbols and practise civic values.

10.1 Purpose of School Flag Ceremonies

School flag ceremonies are intended to: Promote Patriotism They encourage learners to develop pride and responsibility towards Kenya.

Teach Respect for Symbols They provide practical lessons on proper conduct during national ceremonies.

Strengthen Unity They bring learners together regardless of background.

Develop Discipline They encourage punctuality, order and respectful participation.

Support Civic Education They provide opportunities to communicate national values and citizenship messages.

10.2 Importance of the School Flag

The school flag represents the connection between education, citizenship and national identity.

It reminds learners that schools prepare them to become:

- Responsible citizens;
- Future leaders;
- Community contributors;
- Guardians of national values.

The flag is therefore both a symbol and a teaching resource.

10.3 Principles of School Flag Ceremonies

School flag ceremonies should be guided by: Respect All participants should demonstrate appropriate behaviour.

Inclusiveness Every learner should be encouraged to participate.

Educational Purpose Ceremonies should teach values and citizenship. 10.3A Order of Precedence : National Flag; Presidential Standard; State Flag; County Flags; Defence Forces Flags; Ceremonial Flag Standard. The National Flag occupies the highest position of honour. Other flags and standards follow their prescribed functions and precedence.

Order and Discipline Activities should follow an organised procedure.

National Unity Ceremonies should bring learners together as members of one nation.

10.4 Recommended School Flag Ceremony Structure

A school may organise ceremonies according to the following format:

10.4.1 Assembly Formation

Learners assemble in an organised manner.

Purpose:

- Promote order;
- Prepare participants;
- Create a respectful environment.

10.4.2 Raising of the National Flag

The flag is raised according to official procedures.

Learners should:

- Stand respectfully;
- Maintain silence;
- Observe the ceremony.

10.4.3 National Anthem

The National Anthem may be performed as part of the ceremony.

Learners should participate respectfully and understand its meaning.

10.4.4 Civic Education Message

A teacher or student leader may deliver a short message focusing on:

- National values;
- Citizenship;
- School responsibilities;
- Community service.

10.4.5 Closing Reflection

The ceremony may conclude with:

- A reminder of weekly values;
- School announcements;
- A commitment to responsible behaviour.

10.5 Suggested Weekly Programme

Monday: National Identity and Unity Message Focus areas:

- National values;
- School goals;

- Responsibilities for the week.

Wednesday: Citizenship Reflection Focus areas:

- Respect;
- Cooperation;
- Community responsibility.

Friday: Values Review Focus areas:

- Achievements;
- Lessons learned;
- Future improvement.

10.6 Learner Conduct During Flag Ceremonies

Learners should:

- Arrive on time;
- Stand respectfully;
- Listen attentively;
- Participate appropriately;
- Follow instructions.

Learners should avoid:

- Disruptive behaviour;
- Mockery;
- Damage to symbols;
- Unnecessary disturbance.

10.7 Teaching the Meaning of the ONE47 Flag During Ceremonies

Where the ONE47 National Flag concept is used as an educational resource, schools may use ceremonies to explain: The Forty-Seven Segments Representing:

- Kenya's forty-seven counties;
- Equality;
- Inclusion;
- Shared governance.

The Circular Design Representing:

- Unity;
- Connection;
- Continuity.

The Colours Representing:

- The people;
- Sacrifice;
- Land and environment;
- Peace;
- Hope and progress.

10.8 School Flag Ceremony Leadership

Schools may involve:

- School administrators;
- Teachers;

- Student leaders;
- Clubs and societies.

Student participation helps develop:

- Confidence;
- Leadership;
- Responsibility;
- Public speaking skills.

10.9 Role of Student Leaders

Student leaders may assist by:

- Organising assemblies;
- Guiding learner conduct;
- Delivering civic messages;
- Supporting school activities.

Leadership opportunities help learners practise citizenship.

10.10 Special Flag Ceremonies

Schools may organise special ceremonies during:

- National celebrations;
- Constitution-related events;
- Cultural days;
- Civic education programmes;
- School anniversaries.

10.11 School Flag Etiquette Education

Learners should understand:

- Why flags are treated with respect;
- Why ceremonies are conducted;
- Why symbols represent shared values.

Etiquette should be taught as understanding, not only as a set of rules.

10.12 Teacher Guidance

Teachers should:

- Explain the purpose of ceremonies;
- Encourage meaningful participation;
- Avoid making ceremonies purely routine;
- Connect activities with civic learning.

Teachers should ensure that learners understand the values behind the ceremony.

10.13 Classroom and Assembly Activities

Activity 1: Ceremony Reflection

Learners answer: What values are demonstrated during a school flag ceremony?

Activity 2: Student Civic Speech

Learners prepare short speeches on:

- Unity;
- Responsibility;
- Patriotism;
- Peace.

Activity 3: Flag Symbolism Presentation

Groups explain:

- Colours;
- Symbols;
- Meaning of the design.

Activity 4: Ceremony Improvement Exercise

Learners suggest ways to make school ceremonies more meaningful.

10.14 Assessment of Learning

Teachers may assess: Knowledge Learners explain:

- The purpose of flag ceremonies;
- The meaning of symbols;
- National values.

Skills Learners demonstrate:

- Public speaking;
- Organisation;
- Participation.

Values Learners demonstrate:

- Respect;
- Discipline;
- Responsibility;
- Cooperation.

10.15 Key Learning Messages

Learners should remember:

1. School flag ceremonies are opportunities for civic learning.
2. Respect for national symbols reflects responsible citizenship.
3. Ceremonies unite learners around shared values.
4. Patriotism is demonstrated through actions.
5. Every learner has a role in promoting national unity.

School flag ceremonies are important tools for developing citizenship, discipline and national identity.

When conducted meaningfully, they help learners understand the importance of national symbols and practise constitutional values.

Through respectful participation, learners develop a deeper appreciation of Kenya's identity and their responsibility to contribute positively to society.

The ONE47 Schools Civic Education Manual encourages schools to use flag ceremonies as platforms for education, unity and responsible citizenship.

CHAPTER 11: TEACHER'S GUIDE

Teachers should distinguish the proposed Act's legal design rules from the Parliamentary Memorandum's explanatory interpretations. Accurate instruction covers the five principal national colours, the forty-seven equal sectors, the upright handshake, the different official flag variants and the difference between teaching illustrations and authorised production artwork.

Teachers should distinguish binding proposals in the Act from the Parliamentary Memorandum's interpretive commentary. Teach the five national colours and their stated meanings; describe the handshake's contrasting illustrated hand tones without asserting a separate legally fixed brown palette. Refer to the proposed status of the 2027 framework consistently.

Colleges and Universities Teachers play a central role in developing informed, responsible and active citizens.

Beyond delivering academic content, teachers help learners understand values, responsibilities and their relationship with society.

Civic education requires educators who can encourage:

- Critical thinking;
- Respectful dialogue;
- National awareness;
- Ethical behaviour;
- Community responsibility.

The ONE47 Schools Civic Education Manual provides teachers with guidance on how to introduce concepts of:

- National identity;
- Citizenship;
- Constitutional values;
- National symbols;
- Unity in diversity.

This guide is designed to support teachers in adapting lessons according to learner age, educational level and classroom context.

11.1 Role of the Teacher in Civic Education

Teachers serve as:

11.1.1 Educators

Teachers provide accurate knowledge about:

- Citizenship;
- National symbols;
- Constitutional principles;
- Responsibilities of citizens.

11.1.2 Facilitators

Teachers create opportunities for learners to:

- Ask questions;
- Discuss ideas;
- Share experiences;
- Develop opinions respectfully.

11.1.3 Role Models

Teachers demonstrate civic values through:

- Fairness;
- Integrity;
- Respect;
- Responsibility.

11.1.4 Mentors

Teachers guide learners to become:

- Responsible individuals;
- Community contributors;
- Future leaders.

11.2 Principles for Teaching Civic Education

Teachers should apply the following principles:

11.2.1 Inclusiveness

Every learner should feel valued regardless of:

- Background;
- County;
- Culture;
- Ability;
- Personal experiences.

Civic education should promote belonging and participation.

11.2.2 Respectful Dialogue

Teachers should encourage learners to:

- Listen to others;
- Express opinions respectfully;
- Consider different perspectives;
- Resolve disagreements peacefully.

11.2.3 Critical Thinking

Learners should be encouraged to:

- Ask questions;
- Analyse information;
- Develop reasoned opinions;
- Connect learning with real situations.

11.2.4 Practical Learning

Civic education should go beyond theory through:

- Projects;
- Discussions;
- Community activities;
- School initiatives.

11.3 Preparing Civic Education Lessons

Teachers should prepare lessons by considering: Learning Objectives What should learners understand, demonstrate or practise?

Learner Level Content should be adapted for:

- Primary learners;
- Junior Secondary learners;
- Senior learners;
- College and university students.

Learning Resources Teachers may use:

- Maps;
- Charts;
- Illustrations;
- Videos;
- Books;
- Digital resources;
- Local examples.

11.4 Suggested Teaching Methods

11.4.1 Storytelling

Stories help learners understand:

- History;
- Values;
- Citizenship experiences.

Teachers may use stories about:

- National development;
- Community cooperation;
- Leadership;
- Service.

11.4.2 Group Discussions

Group discussions encourage:

- Participation;
- Listening skills;
- Cooperation.

Suggested topics:

- Why national unity matters;
- Responsibilities of citizens;
- Importance of national symbols.

11.4.3 Debates

Debates develop:

- Communication skills;
- Critical thinking;
- Respect for different views.

Example topics: "How can young people contribute to national development?"

11.4.4 Role Play

Role play helps learners practise:

- Conflict resolution;
- Leadership;
- Responsible decision-making.

11.4.5 Creative Projects

Creative activities may include:

- Posters;
- Essays;
- Artwork;
- Presentations;
- Exhibitions.

11.5 Teaching the ONE47 National Flag Concept

Teachers should present the ONE47 National Flag concept as a civic education resource that encourages discussion on:

- National unity;
- County equality;
- Shared responsibility;
- Inclusion.

11.5.1 Explaining the Forty-Seven Segments

Teachers should explain that the forty-seven segments represent:

- Kenya's forty-seven counties;
- Equal recognition;
- National inclusion.

Learners should understand that counties form parts of one Republic.

11.5.2 Explaining the Circle

The circular arrangement represents:

- Connection;
- Unity;
- Continuity;
- Shared national identity.

11.5.3 Explaining the Colours

Teachers should guide learners to understand the symbolic meanings of: Colour Civic Meaning Black The people of Kenya Red The struggle for independence and shared sacrifice Green Land and natural resources White Peace and unity Gold Shared opportunity, innovation and the national promise

11.6 Creating an Inclusive Classroom Environment

Teachers should ensure classrooms promote: Equality All learners should have opportunities to participate.

Respect Learners should value different opinions and experiences.

Cooperation Activities should encourage teamwork.

Safety Learners should feel comfortable expressing ideas.

11.7 Addressing Sensitive Civic Discussions

Some civic topics may involve different opinions.

Teachers should:

- Encourage evidence-based discussion;
- Remain balanced and fair;
- Prevent discrimination;
- Promote peaceful dialogue.

Teachers should guide learners to understand that disagreement can exist while maintaining respect.

11.8 Linking Civic Education with Daily Life

Teachers should help learners see that citizenship is practised every day.

Examples: Situation Civic Value Keeping school clean Responsibility Helping others Compassion Telling the truth Integrity Respecting classmates Human dignity Following rules Responsibility

11.9 Teacher's Role in School Flag Ceremonies

Teachers should:

- Explain the purpose of ceremonies;
- Guide proper conduct;
- Encourage student leadership;
- Connect ceremonies with values.

Flag ceremonies should be meaningful learning experiences rather than routine activities.

11.10 Community Engagement

Teachers may encourage learners to participate in:

- Environmental activities;
- Community service;
- Cultural programmes;
- Civic awareness projects.

Community engagement helps learners understand citizenship beyond school boundaries.

11.11 Teacher Professional Values

Teachers implementing civic education should demonstrate: Integrity Being honest and fair.

Impartiality Respecting diverse viewpoints.

Responsibility Preparing learners effectively.

Respect Treating all learners with dignity.

11.12 Sample Lesson Framework

Topic: Understanding National Unity Learning Objective: Learners should explain how diversity contributes to national strength.

Teaching Activities:

- Map activity;

- Group presentation;
- Reflection exercise.

Assessment: Learners explain:

- Meaning of unity;
- Importance of diversity;
- Role of citizens.

11.13 Teacher Reflection Questions

After teaching a lesson, teachers may reflect:

1. Did learners participate actively?
2. Did learners understand the key concepts?
3. Were different viewpoints respected?
4. How can the lesson be improved?

11.14 Key Learning Messages for Teachers

Teachers should remember:

1. Civic education shapes future citizens.
2. Values are taught through both lessons and example.
3. Participation improves understanding.
4. Diversity should be presented as a national strength.
5. Young people should be encouraged to contribute positively to society.

Teachers are essential partners in building responsible citizenship.

Through effective teaching methods, inclusive classrooms and practical activities, educators help learners understand national identity, constitutional values and their responsibilities as citizens.

The ONE47 Schools Civic Education Manual provides teachers with a framework to nurture informed, respectful and responsible young Kenyans who appreciate diversity in unity and contribute to national progress.

CHAPTER 12: STUDENT ASSESSMENT

Assessments should evaluate understanding rather than require learners to memorise invented specifications. Learners should explain the five national colour meanings, county equality, the handshake, the proposed official flag family and the distinction between the proposed Act and the Parliamentary Memorandum.

Assessment should test accurate recognition of the proposed National Flag, its five national colours, the forty-seven equal segments, the handshake's civic meaning and the distinction among official flag variants. Do not mark students against unverified colour codes or unsupported claims that the handshake shades are additional statutory national colours.

Colleges and Universities Assessment is an important part of the learning process because it helps teachers and learners understand progress, identify areas for improvement and measure achievement of learning objectives.

In civic education, assessment should not focus only on memorising information. It should also evaluate whether learners can:

- Understand civic concepts;
- Apply constitutional values;
- Demonstrate responsible behaviour;
- Participate positively in society.

The ONE47 Schools Civic Education Manual promotes assessment approaches that measure:

- Knowledge;
- Skills;
- Attitudes;
- Values;
- Participation.

Assessment should encourage learning, reflection and personal development.

12.1 Purpose of Student Assessment

Student assessment aims to: Measure Understanding Determine whether learners understand concepts related to:

- National symbols;
- Citizenship;
- Constitutional values;
- National unity;
- The ONE47 Flag concept.

Develop Civic Skills Assess learners' ability to:

- Communicate ideas;
- Participate in discussions;
- Conduct research;
- Work with others.

Encourage Positive Values Evaluate demonstration of:

- Respect;
- Responsibility;
- Cooperation;
- Patriotism;
- Inclusion.

Support Continuous Improvement Assessment helps teachers identify:

- Areas requiring additional explanation;
- Learner strengths;
- Effective teaching approaches.

12.2 Assessment Principles

Assessment in civic education should be guided by:

12.2.1 Fairness

All learners should have equal opportunities to demonstrate understanding.

12.2.2 Inclusiveness

Assessment methods should consider different learner abilities and learning styles.

12.2.3 Practical Application

Learners should demonstrate civic values through actions, not only written answers.

12.2.4 Continuous Learning

Assessment should take place throughout the learning process.

12.3 Areas of Assessment

Student assessment should cover three major areas:

1. Knowledge and Understanding;
2. Skills and Competencies;
3. Values and Attitudes.

12.4 Knowledge and Understanding Assessment

Knowledge assessment measures what learners know and understand.

Learners should be able to explain:

12.4.1 National Symbols

Students should identify:

- The National Flag;
- The National Anthem;
- The Coat of Arms;
- The Public Seal.

12.4.2 National Values

Students should explain:

- Patriotism;
- Equality;
- Human dignity;
- Inclusion;
- Integrity;
- Accountability.

12.4.3 Citizenship

Students should understand:

- Rights of citizens;
- Responsibilities of citizens;
- Importance of participation.

12.4.4 ONE47 Flag Concept

Students should explain:

- Meaning of the forty-seven segments;
- Importance of county equality;
- Symbolism of colours;
- Meaning of diversity in unity.

12.5 Skills and Competency Assessment

Civic education develops practical abilities that learners use in society.

Assessment may include:

12.5.1 Communication Skills

Learners demonstrate ability to:

- Present ideas clearly;
- Participate in discussions;
- Give respectful opinions.

12.5.2 Research Skills

Learners demonstrate ability to:

- Gather information;
- Study county contributions;
- Present findings.

12.5.3 Teamwork Skills

Learners demonstrate ability to:

- Cooperate with others;
- Share responsibilities;
- Complete group tasks.

12.5.4 Leadership Skills

Learners demonstrate:

- Initiative;
- Responsibility;
- Organisation;
- Confidence.

12.6 Values and Attitudes Assessment

Civic education should assess how learners demonstrate values in everyday life.

Teachers may observe: Respect Learners:

- Respect others;
- Respect national symbols;
- Listen to different views.

Responsibility Learners:

- Complete duties;
- Protect public property;
- Follow agreed rules.

Cooperation Learners:

- Work with classmates;
- Support others;
- Participate positively.

Patriotism Learners:

- Show interest in national issues;
- Participate in civic activities;
- Contribute positively.

12.7 Assessment Methods

Schools may use different assessment approaches.

12.7.1 Written Assessments

Examples:

- Short-answer questions;
- Essays;
- Reflection papers;
- Research assignments.

Sample Questions

1. Explain the importance of national symbols.
2. Describe the meaning of the forty-seven segments in the ONE47 Flag concept.
3. Explain three responsibilities of citizens.

12.7.2 Oral Presentations

Learners may present topics such as:

- County heritage;
- National values;
- Citizenship responsibilities.

Assessment focuses on:

- Knowledge;
- Communication;
- Confidence.

12.7.3 Group Projects

Examples:

- County exhibitions;
- Civic awareness campaigns;
- Environmental projects.

Assessment focuses on:

- Participation;
- Teamwork;

- Creativity;
- Application of values.

12.7.4 Observation Assessment

Teachers may observe learner behaviour during:

- Flag ceremonies;
- Group activities;
- Community projects.

12.8 Assessment Rubric Framework

Area Excellent Developing Needs Support Understands basic Knowledge Explains concepts clearly Requires guidance ideas Participates Participation Actively contributes Needs encouragement occasionally Requires Teamwork Cooperates effectively Works with support improvement Demonstrates civic values Needs further Values Shows awareness consistently guidance

12.9 Student Self-Assessment

Learners should reflect on their own progress.

Students may answer:

1. What have I learned about citizenship?
2. How do I demonstrate responsibility?
3. How can I contribute to unity?
4. Which civic value do I want to improve?

12.10 Peer Assessment

Learners may evaluate teamwork among classmates.

Peer assessment encourages:

- Respect;
- Honest feedback;
- Cooperation.

Students should focus on:

- Participation;
- Support;
- Responsibility.

12.11 Project-Based Assessment

Schools may assess civic projects such as: Flag Education Projects Learners explain:

- Symbolism;
- Design elements;
- National meaning.

County Research Projects Learners present:

- County identity;
- Cultural contributions;
- Development opportunities.

Community Service Projects Learners demonstrate:

- Responsibility;

- Leadership;
- Social awareness.

12.12 Assessment Across Education Levels

Primary Schools Focus on:

- Recognition;
- Basic understanding;
- Respectful behaviour.

Junior Secondary Schools Focus on:

- Explanation;
- Discussion;
- Participation.

Senior Schools Focus on:

- Analysis;
- Leadership;
- Research.

Technical Institutions, Colleges and Universities Focus on:

- Critical thinking;
- Civic analysis;
- Public participation.

12.13 Teacher Feedback

Teachers should provide feedback that is:

- Constructive;
- Encouraging;
- Specific;
- Helpful.

Feedback should guide learners towards improvement.

12.14 Sample Assessment Activities

Activity 1: Essay Writing Topic: "The Role of Young People in Building National Unity."

Activity 2: Presentation Topic: "The Importance of Respecting National Symbols."

Activity 3: Group Project

Create a civic education exhibition explaining:

- Kenya's counties;
- National values;
- Citizenship responsibilities.

12.15 Key Learning Messages

Learners should remember:

1. Assessment helps improve learning.
2. Civic education measures knowledge, skills and values.
3. Responsible citizenship is demonstrated through actions.
4. Every learner can develop leadership and civic skills.

5. Learning about national identity prepares citizens for the future.

Student assessment in civic education should measure more than academic knowledge. It should evaluate whether learners understand citizenship, practise constitutional values and contribute positively to their communities.

Through balanced assessment methods, schools can develop learners who are informed, responsible and active citizens.

The ONE47 Schools Civic Education Manual encourages assessment approaches that promote unity, responsibility, inclusion and lifelong commitment to national development.

CHAPTER 13: SCHOOL PROJECTS

Student projects may explore colour symbolism, county equality, national unity and respectful flag use. A project model is not an official flag, and any technical reproduction should acknowledge the need for approved master artwork and authorised specifications.

Projects may compare the National Flag and its proposed variants, explain the county ring and model the central handshake. Any student-made version should be labelled as a learning model unless it reproduces the approved design. Avoid adding cantons or fringes to variants for which they are not prescribed.

Colleges and Universities Civic education is most effective when learners are given opportunities to apply knowledge through practical activities.

School projects enable learners to connect classroom learning with real-life experiences by participating in activities that promote:

- National unity;
- Citizenship responsibility;
- Environmental protection;
- Community service;
- Cultural appreciation;
- Leadership development.

Projects encourage learners to become active participants in society rather than passive recipients of information.

The ONE47 Schools Civic Education Manual promotes school projects that help learners understand:

- Kenya's diversity;
- Constitutional values;
- National symbols;
- Shared responsibility;
- The importance of cooperation.

13.1 Purpose of School Projects

School projects are designed to:

13.1.1 Apply Civic Knowledge

Learners transform ideas about citizenship into practical actions.

13.1.2 Develop Leadership Skills

Projects provide opportunities for learners to practise:

- Planning;
- Organisation;
- Communication;
- Decision-making.

13.1.3 Promote National Unity

Activities encourage learners to appreciate:

- Different counties;
- Different cultures;
- Shared national identity.

13.1.4 Encourage Community Service

Learners understand that citizenship involves contributing positively to society.

13.2 Principles for School Projects

School projects should follow these principles: Inclusiveness All learners should have opportunities to participate.

Cooperation Projects should encourage teamwork and shared responsibility.

Sustainability Activities should create lasting positive impact.

Learning Purpose Projects should connect directly with civic education objectives.

Respect for Diversity Projects should recognise Kenya's different communities and cultures.

13.3 ONE47 National Flag Education Projects

Schools may organise educational projects focusing on understanding the ONE47 National Flag concept.

13.3.1 Flag Symbolism Exhibition

Objective To help learners understand the meaning of national symbols.

Activities Learners prepare displays explaining:

- Flag colours;
- Forty-seven segments;
- National unity;
- Constitutional values.

Exhibition Materials May include:

- Posters;
- Drawings;
- Models;
- Presentations;
- Digital displays.

13.3.2 Flag Art Competition

Objective To encourage creativity and understanding of symbolism.

Learners may create:

- Paintings;
- Drawings;
- Digital artwork;
- Educational posters.

Students should explain the meaning behind their designs.

13.4 County Heritage Projects

Kenya's counties represent different cultures, histories and contributions to national development.

13.4.1 County Research Project

Objective To help learners appreciate Kenya's diversity.

Learners Research:

- County location;

- Culture;
- History;
- Economic activities;
- Natural resources;
- National contribution.

13.4.2 County Exhibition Day

Schools may organise events where learners present:

- Cultural displays;
- Traditional knowledge;
- County achievements;
- Local innovations.

Learning Outcomes Learners develop:

- Respect for diversity;
- Research skills;
- National awareness.

13.5 National Values Projects

Projects may focus on practising constitutional values.

13.5.1 Unity Project

Activities may include:

- Inter-class cooperation programmes;
- Unity discussions;
- Cultural exchange activities.

13.5.2 Integrity Campaign

Learners may organise awareness activities promoting:

- Honesty;
- Responsibility;
- Ethical behaviour.

13.5.3 Peace Building Project

Activities may include:

- Peace clubs;
- Conflict resolution workshops;
- Dialogue forums.

13.6 Environmental Responsibility Projects

Environmental protection is an important responsibility of citizens.

13.6.1 Tree Planting Activities

Learners participate in:

- Tree planting;
- Environmental conservation;
- School greening programmes.

Civic Lessons Learners understand:

- Responsibility towards nature;
- Importance of sustainability;
- Protection of future generations.

13.6.2 School Clean-Up Campaigns

Activities include:

- Waste management;
- Recycling awareness;
- Clean surroundings.

13.7 Community Service Projects

Schools should encourage learners to serve their communities.

13.7.1 Community Support Activities

Examples include:

- Supporting vulnerable persons;
- Community improvement activities;
- Awareness campaigns.

13.7.2 Volunteer Programmes

Learners may participate in:

- School service;
- Local initiatives;
- Environmental activities.

13.8 Civic Education Clubs

Schools may establish civic education clubs to promote continuous learning.

Club Activities May include:

- Debates;
- Research;
- Public speaking;
- Community projects;
- National values discussions.

Club Benefits Learners develop:

- Leadership;
- Confidence;
- Responsibility;
- Civic awareness.

13.9 Constitution and Citizenship Week

Schools may organise special programmes focusing on:

- Constitutional values;
- Human rights;
- Citizen responsibilities;
- National unity.

Suggested Activities

- Public lectures;
- Student speeches;
- Debates;
- Exhibitions;
- Community activities.

13.10 National Unity Day Activities

Schools may organise activities celebrating diversity in unity.

Activities may include:

- County presentations;
- Cultural performances;
- Civic exhibitions;
- Student reflections.

13.11 Inter-School Civic Education Competitions

Schools may participate in competitions involving:

- Essay writing;
- Public speaking;
- Debates;
- Research presentations;
- Creative arts.

Purpose Competitions encourage:

- Excellence;
- Knowledge sharing;
- Collaboration.

13.12 Digital Civic Education Projects

Modern learners may use technology to promote civic awareness.

Examples:

- Creating educational videos;
- Developing digital posters;
- Producing presentations;
- Conducting online research.

Learners should practise responsible digital citizenship.

13.13 Project Planning Framework

A school project should include: Project Title Clear identification of the activity.

Objectives What learners intend to achieve.

Participants Who will be involved. Activities Specific actions to be undertaken.

Resources Materials and support required.

Timeline When activities will take place.

Evaluation How success will be measured.

13.14 Teacher Responsibilities in School Projects

Teachers should:

- Guide planning;
- Encourage participation;
- Ensure safety;
- Promote fairness;
- Link activities with learning objectives.

Teachers should allow learners to take leadership roles while providing appropriate support.

13.15 Assessment of School Projects

Projects may be assessed based on: Knowledge Understanding of civic concepts.

Skills

- Research;
- Teamwork;
- Communication;
- Organisation.

Values

- Responsibility;
- Cooperation;
- Respect;
- Initiative.

13.16 Sample Annual School Civic Education Programme

Term Activity Term One National symbols awareness project Term Two County heritage exhibition Term Three Community service and environmental project

13.17 Key Learning Messages

Learners should remember:

1. Citizenship is demonstrated through action.
2. School projects connect learning with real life.
3. Every learner can contribute to society.
4. Unity grows when people work together.
5. Service to others strengthens communities.

School projects provide practical opportunities for learners to practise citizenship and constitutional values.

Through flag education, county research, environmental activities, community service and civic programmes, learners develop skills and attitudes required for responsible participation in national development.

The ONE47 Schools Civic Education Manual encourages schools to create learning environments where students understand diversity, practise unity and contribute positively to Kenya's future.

CHAPTER 14: GLOSSARY

Definitions in this glossary describe the ONE47 proposal consistently with the proposed Act and Parliamentary Memorandum. “National colours” means the five principal colours; “forty-seven-segment ring” means equal county representation; and “official variant” means a distinct flag type proposed under the Act.

National colours: the five colours named by the proposed Act—black, red, green, white and yellow (gold). Unity ring: forty-seven equal segments representing the counties collectively. Handshake emblem: central symbol of cooperation, peace and collective responsibility. Official variant: a distinct flag with a designated institutional or ceremonial function. Parliamentary Memorandum: explanatory companion to the proposed Act.

Colleges and Universities This glossary provides explanations of important terms used throughout the ONE47 Schools Civic Education Manual.

The purpose of the glossary is to help learners, teachers and facilitators understand key concepts related to:

- Citizenship;
- National identity;
- Constitutional values;
- National symbols;
- Unity and diversity;
- Civic responsibility.

The definitions are written in an educational format suitable for different levels of learning.

14.1 Glossary of Terms

Accountability The responsibility of individuals and institutions to explain their actions, decisions and use of resources.

Active Citizenship The participation of individuals in activities that contribute positively to society and national development.

Constitution The supreme law of a country that establishes principles of governance, rights, responsibilities and the organisation of the State.

Constitutional Values Principles and standards that guide citizens and institutions in promoting a just and responsible society.

Examples include:

- Patriotism;
- Equality;
- Human dignity;
- Inclusiveness;
- Integrity;
- Accountability.

Citizen A person who legally belongs to a country and enjoys rights while fulfilling responsibilities.

Citizenship The relationship between an individual and a country involving belonging, rights, duties and responsibilities.

Civic Education Learning that develops knowledge, skills and values required for responsible participation in society.

Civic Responsibility The duties and actions expected from citizens to support the wellbeing of their communities and country.

Community A group of people living together or connected by shared interests, location or identity.

Constitution of Kenya The supreme law of Kenya that provides the framework for governance, rights, responsibilities and national values.

County One of Kenya's forty-seven units of devolved government established under the Constitution.

Cultural Diversity The existence of different cultures, traditions, languages and ways of life within a society.

Democracy A system of government where citizens participate in decision-making through established processes and institutions.

Devolution The transfer of certain responsibilities, functions and resources from the national government to county governments.

Diversity The presence of differences among people, including differences in culture, background, experiences and perspectives.

Equality The principle that all people have equal dignity, rights and opportunities.

Flag A symbolic piece of fabric representing a nation, organisation or institution.

An official symbol representing the identity, sovereignty and values of a country.

ONE47 National Flag Concept The national flag system established under the National Flag, Emblems and Names Act, 2027, used in this manual as a civic-education framework for teaching national unity, equality among Kenya's forty-seven counties and shared responsibility.

Forty-Seven Counties The forty-seven devolved units of government established under Kenya's Constitution.

Governance The process through which decisions are made, implemented and managed within a society or institution.

Human Dignity The recognition that every person has value and deserves respect.

Inclusion The practice of ensuring that all people are recognised, respected and able to participate.

Integrity Honesty, fairness and strong moral principles in actions and decisions.

National Identity A shared sense of belonging to a nation based on common values, history, symbols and citizenship.

National Symbols Official symbols that represent a country's identity, history and values.

Examples include:

- National Flag;
- National Anthem;
- Coat of Arms;
- Public Seal;

Patriotism Love, commitment and responsibility towards one's country demonstrated through positive actions.

Peace A condition where people live together with security, respect and cooperation.

Public Participation The involvement of citizens in discussions, decisions and activities affecting society.

Responsibility The duty to act properly, fulfil obligations and consider the effects of one's actions.

Respect Recognition of the value and dignity of people, institutions and symbols.

Rule of Law The principle that everyone, including leaders and institutions, is subject to the law.

Shared Responsibility The understanding that individuals and groups have a collective role in contributing to national progress.

Sovereignty The authority and independence of a nation to govern itself.

Symbolism The use of objects, colours, images or designs to communicate ideas and values.

Unity The condition of working together as one nation while respecting differences.

Diversity in Unity The principle that people with different backgrounds can live and work together as one society.

Values Principles that guide behaviour, decisions and relationships.

14.2 ONE47 Flag Symbolism Terms

Circular Ring A circular design element representing connection, continuity and unity.

Colour Distribution The arrangement of colours within a design to communicate symbolic meaning and visual balance.

Gold A symbolic colour representing:

- Shared opportunity;
- Innovation;
- Hope and creativity;
- The national promise to build a better future.

Green A symbolic colour representing:

- Land;
- Environment;
- Prosperity.

Black A symbolic colour representing:

- The people of Kenya;
- National identity.

Red A symbolic colour representing:

- Sacrifice;
- Courage;
- Commitment.

White A symbolic colour representing:

- Peace;
- Harmony;
- Unity.

14.3 Education Terms

Assessment The process of measuring learners' knowledge, skills and values.

Competency The ability to apply knowledge, skills and attitudes effectively in real situations.

Curriculum A structured programme of learning activities and content provided by an educational institution.

Learning Objective A statement describing what learners should know, understand or demonstrate after a lesson.

Learning Activity A task designed to help learners develop knowledge, skills and values.

Project-Based Learning A learning approach where students gain knowledge through practical projects and activities.

Reflection The process of thinking about experiences, learning and personal improvement.

14.4 Citizenship Action Terms

Community Service Activities performed to improve the wellbeing of others and the community.

Environmental Conservation Protection and responsible management of natural resources and the environment.

Leadership The ability to guide, support and influence others positively.

Volunteerism Offering time and effort to support others or community activities without expecting personal benefit.

14.5 Key Glossary Message

Understanding civic terms helps learners become informed participants in society.

Words such as:

- Citizenship;
- Unity;
- Responsibility;
- Respect;
- Patriotism;

represent values that guide individuals in building a peaceful, inclusive and prosperous Kenya.

The glossary provides learners and teachers with a common understanding of important civic education concepts.

By understanding these terms, learners are better prepared to discuss national identity, constitutional values and their responsibilities as citizens.

The ONE47 Schools Civic Education Manual encourages learners to use civic knowledge as a foundation for responsible participation and service to society.

CHAPTER 15: APPENDICES AND REFERENCE

MATERIALS The following teaching resources supplement the fifteen chapters of this educational manuscript. They do not constitute official engineering drawings or approved master artwork. For the ONE47 proposal, the two principal reference documents are the National Flag, Emblems and Names Act, 2027 and the accompanying Parliamentary Memorandum.

The National Flag, Emblems and Names Act, 2027 and its Parliamentary Memorandum are the two governing reference documents for this educational manuscript. The Act sets out the proposed flag system and technical requirements; the Memorandum explains its historical, artistic, constitutional and civic rationale. Any detailed reproduction should be checked against the approved visual artwork and technical specifications rather than inferred from prose alone.

Appendix A: TEACHER LESSON PLANS

Teachers are the primary facilitators of civic education within learning institutions.

Effective lesson planning ensures that learners receive structured, meaningful and age-appropriate learning experiences.

This appendix provides sample lesson plans to support teachers implementing the ONE47 Schools Civic Education Manual.

The lesson plans are designed for adaptation across:

- Primary Schools;
- Junior Secondary Schools;
- Senior Schools;
- Technical Institutions;
- Colleges and Universities.

Teachers may adjust:

- Learning activities;
- Teaching methods;
- Assessment approaches;
- Learning resources;

according to learner needs and institutional context.

A.1 Purpose of Teacher Lesson Plans

The lesson plans aim to:

1. Provide a structured approach to civic education teaching.
2. Connect classroom learning with practical citizenship experiences.
3. Promote understanding of national symbols and values.
4. Encourage learner participation and critical thinking.
5. Support competency-based learning approaches.

A.2 General Lesson Planning Framework

Each civic education lesson should include: Lesson Title The main topic being taught.

Learning Area Civic Education / Social Studies / Citizenship Education.

Target Learners The appropriate learner group.

Duration Suggested teaching period. Learning Objectives What learners should know, understand or demonstrate.

Key Concepts Important ideas introduced during the lesson.

Learning Resources Materials used to support learning.

Examples:

- Maps;
- Charts;
- Posters;
- Images;
- Digital resources;
- Reference materials.

Teaching Methods Approaches used to deliver the lesson.

Examples:

- Discussion;
- Storytelling;
- Group work;
- Presentations;
- Role play.

Learning Activities Tasks learners complete during the lesson.

Assessment Methods used to measure understanding.

Reflection Teacher evaluation after the lesson.

A.3 LESSON PLAN ONE

A.4 LESSON PLAN TWO

NATIONAL SYMBOLS OF KENYA Topic Understanding National Symbols Duration 40-60 minutes Learning Objectives Learners should be able to:

- Identify Kenya's national symbols;
- Explain their importance;
- Demonstrate respect for national symbols.

Key Concepts

- National Flag;
- National Anthem;
- Coat of Arms;
- Public Seal.

Learning Resources

- Images of national symbols;
- Charts;
- Videos;
- Educational posters.

Teaching Activities Starter Activity Teacher displays images of national symbols.

Learners identify each symbol. Discussion Teacher explains that national symbols represent:

- Identity;
- History;
- Sovereignty;
- Shared values.

Group Exercise Learners prepare short presentations on one national symbol.

Assessment Learners explain:

1. Why countries have national symbols.
2. How citizens should respect national symbols.

A.5 LESSON PLAN THREE

UNDERSTANDING THE ONE47 NATIONAL FLAG CONCEPT Topic Unity Through National Representation Duration 60 minutes Learning Objectives Learners should be able to:

- Identify key features of the ONE47 Flag concept;

- Explain the meaning of the forty-seven segments;
- Understand diversity in unity.

Key Concepts

- Unity;
- Counties;
- Inclusion;
- Shared responsibility.

Learning Resources

- ONE47 Flag illustration;
- County map;
- Symbolism charts.

Teaching Activities "How can different communities become one nation?" Main Lesson Teacher explains:

- Kenya’s forty-seven counties;
- Equal representation;
- The meaning of the circular design.

Group Activity Learners identify:

- Their county;
- A unique contribution of their county;
- How it connects to Kenya.

Assessment Learners explain:

1. What the forty-seven segments represent.
2. Why unity is important in a diverse country.

A.6 LESSON PLAN FOUR

MEANING OF NATIONAL COLOURS Topic Understanding Symbolism of Colours Duration 40-60 minutes Learning Objectives Learners should be able to:

- Identify national colours;
- Explain their symbolic meanings;
- Connect symbols with national values.

Key Concepts

- Symbolism;
- Identity;
- Values.

Learning Resources

- Flag illustrations;
- Colour charts;
- Artwork materials.

Teaching Activities Colour Identification Exercise Learners identify colours used in the national flag.

Discussion Teacher explains symbolic meanings: Colour Meaning Black People of Kenya Red Struggle for independence and shared sacrifice Green Land and natural resources White Peace and unity Gold Shared opportunity and innovation Creative Activity Learners create posters explaining colour meanings.

Assessment Learners explain:

- Why colours are important in national symbols.
- How colours communicate ideas.

A.7 LESSON PLAN FIVE

KENYA'S FORTY-SEVEN COUNTIES Topic Understanding County Diversity and Unity Learning Objectives Learners should be able to:

- Identify counties;
- Appreciate county diversity;
- Explain the importance of equal representation.

Learning Resources

- Kenya map;
- County list;
- County information materials.

Activities Map Activity Learners locate counties.

Research Activity Groups study assigned counties.

They identify:

- Location;
- Culture;
- Economic activities;
- Contribution to Kenya.

Assessment Learners explain:

- Why all counties are important.
- How counties contribute to national development.

A.8 LESSON PLAN SIX

CONSTITUTIONAL VALUES Topic Values that Guide Citizens Learning Objectives Learners should understand:

- Meaning of constitutional values;
- Importance of practising values.

Key Concepts

- Patriotism;
- Equality;
- Integrity;
- Accountability;
- Inclusion.

Activities Teacher presents examples from daily life.

Learners identify values shown in different situations.

Assessment Learners describe how they practise constitutional values at school.

A.9 LESSON PLAN SEVEN

PATRIOTISM AND CITIZENSHIP Learning Objectives Learners should:

- Explain patriotism;
- Identify responsible citizenship actions;
- Reflect on personal responsibility.

Activities Discussion: "How can young people serve Kenya?" Learners develop personal citizenship commitments.

Assessment Write a short reflection: "My Contribution to Kenya's Future."

A.10 LESSON PLAN EIGHT

RESPECT FOR NATIONAL SYMBOLS Learning Objectives Learners should:

- Understand proper respect for symbols;
- Explain why ceremonies matter.

Activities

- Demonstration of respectful conduct;
- Flag ceremony discussion;
- Reflection exercise.

Assessment Learners list appropriate behaviour during national ceremonies.

A.11 Teacher Implementation Notes

Teachers should:

- Encourage open discussion;
- Use local examples;
- Respect different learner backgrounds;
- Promote participation;
- Connect lessons with daily life.

Civic education should create understanding, responsibility and active citizenship.

END OF APPENDIX A

Appendix B: LEARNER ACTIVITY WORKSHEETS

SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Learner activity worksheets provide practical exercises designed to support classroom learning and encourage active participation.

The worksheets help learners develop:

- Knowledge of citizenship;
- Understanding of national symbols;
- Appreciation of Kenya's diversity;
- Critical thinking skills;
- Communication skills;
- Responsibility and teamwork.

The activities are designed for adaptation across different learning levels:

- Primary Schools;
- Junior Secondary Schools;
- Senior Schools;
- Technical Institutions;
- Colleges and Universities.

Teachers may modify activities according to learner age, learning objectives and available resources.

B.1 Purpose of Learner Activity Worksheets

The worksheets aim to:

1. Reinforce concepts taught in civic education lessons.
2. Encourage learners to reflect on citizenship responsibilities.
3. Develop research and presentation skills.
4. Promote understanding of national unity.
5. Connect classroom learning with community experiences.

B.2 Worksheet Structure

Each activity contains:

- Activity Title;
- Learning Objective;
- Instructions;
- Learner Tasks;
- Reflection Questions;
- Teacher Assessment Notes.

WORKSHEET 1 UNDERSTANDING CITIZENSHIP Activity Title Who Is a Responsible Citizen?

Learning Objective Learners should be able to:

- Define citizenship;
- Identify responsibilities of citizens;
- Recognise positive civic behaviour.

Instructions Read the statements below and identify whether they demonstrate responsible citizenship.

Activity Tick ( ) the actions that show responsible citizenship. Action Yes No Keeping the environment clean Destroying public property Helping community members Respecting others Breaking laws intentionally Participating in school activities Reflection Questions

1. What makes someone a good citizen?
2. How can learners contribute to their communities?

WORKSHEET 2 NATIONAL SYMBOLS OF KENYA Activity Title Identifying National Symbols Learning Objective Learners should identify Kenya's national symbols and explain their importance.

Instructions Match each symbol with its description.

Symbol Description National Flag Represents national identity and sovereignty National Anthem Expresses national hopes and aspirations Coat of Arms Represents the authority and identity of the Republic Public Seal Official national symbol used for State authentication Questions

1. Name the four national symbols.
2. Why should citizens respect national symbols?
3. Which national symbol do you interact with most often?

WORKSHEET 3 UNDERSTANDING THE ONE47 FLAG CONCEPT Activity Title Unity Through Forty-Seven Counties Learning Objective Learners should understand the symbolism of the forty-seven segments.

Instructions Study the ONE47 Flag illustration provided by the teacher.

Answer the following:

1. How many counties does Kenya have? Answer: _____
2. What do the forty-seven segments represent? Answer: _____
3. Why is equality among counties important?

Answer:

1. How can different counties work together?

Answer: WORKSHEET 4 NATIONAL COLOURS AND THEIR MEANING Activity Title Colours Communicate Messages Learning Objective Learners should explain the symbolic meaning of national colours.

Activity Complete the table: Colour Meaning Black _____ Red _____ Green _____ White _____ Gold _____ Creative Task Draw a poster showing how colours communicate national values.

WORKSHEET 5 COUNTY DISCOVERY ACTIVITY Activity Title Learning About Kenya’s Counties Learning Objective Learners should appreciate county diversity.

Instructions Choose one county and complete the profile.

County Profile County Name: Location: Main Economic Activities: Cultural Features: Contribution to Kenya: Reflection How does this county contribute to national unity?

WORKSHEET 6 CONSTITUTIONAL VALUES Activity Title Values in Action Learning Objective Learners identify constitutional values in daily situations.

Instructions Identify the value shown in each situation.

Situation 1 A student helps a classmate who is struggling.

Value: Situation 2 A learner admits making a mistake.

Value: Situation 3 Students from different backgrounds work together.

Value: WORKSHEET 7 PATRIOTISM AND CITIZENSHIP Activity Title My Role in Building Kenya Learning Objective Learners reflect on their responsibilities.

Complete the sentences: I show patriotism by: I can help my community by: A responsible citizen should: WORKSHEET 8 RESPECT FOR NATIONAL SYMBOLS Activity Title Ceremony Etiquette Learning Objective Learners understand respectful behaviour during ceremonies.

Activity Identify appropriate behaviour.

Behaviour Appropriate Not Appropriate Standing respectfully during the Anthem Disrupting a ceremony Listening during civic messages Damaging flags WORKSHEET 9 NATIONAL UNITY ESSAY ACTIVITY Topic "What National Unity Means to Me" Instructions Write an essay explaining:

- Why unity is important;
- How diversity strengthens Kenya;
- How young people can promote unity.

Assessment Areas Teacher assesses:

- Understanding;
- Organisation;
- Creativity;
- Connection to civic values.

WORKSHEET 10 CIVIC DISCUSSION ACTIVITY Topic How Can Young People Strengthen National Unity?

Group Discussion Questions

1. What challenges can affect unity?
2. How can schools promote cooperation?
3. What actions can students take to build peace?

WORKSHEET 11 CIVIC PROJECT PLANNING ACTIVITY Activity Title Design a School Citizenship Project Learning Objective Learners develop planning and teamwork skills.

Project Idea Name of Project: Purpose: Activities: Participants: Expected Results: WORKSHEET 12 LEARNER SELF-REFLECTION FORM My Civic Learning Journey Complete the statements: One thing I learned about citizenship: One national value I want to practise more: One way I can help my community: One thing I understand better about national symbols:

B.3 Teacher Assessment Checklist

Teachers may evaluate learner participation using the following checklist: Skill/Value Achieved Developing Understands civic concepts Participates in discussions Respects different opinions Demonstrates responsibility Works effectively with others

B.4 Implementation Guidance

Teachers should encourage learners to:

- Ask questions;
- Express ideas respectfully;
- Work together;
- Connect learning with real experiences.

Activities should promote understanding rather than memorisation.

Learner activity worksheets provide practical tools for transforming civic education concepts into meaningful learning experiences.

Through exercises, discussions, research activities and reflections, learners develop knowledge, skills and values required for responsible citizenship.

The ONE47 Schools Civic Education Manual encourages learners to understand that every individual has a role in strengthening unity, responsibility and national progress.

END OF APPENDIX B

Appendix C: CIVIC EDUCATION ASSESSMENT TOOLS

SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Assessment is an essential component of effective civic education. It enables teachers to measure learners' understanding, evaluate competency development and identify areas requiring additional support.

Civic education assessment should measure more than academic knowledge. It should evaluate whether learners can:

- Understand civic concepts;
- Apply constitutional values;
- Demonstrate responsible behaviour;
- Participate positively in society;
- Work collaboratively with others.

This appendix provides practical assessment tools for teachers implementing the ONE47 Schools Civic Education Manual.

The tools may be adapted for:

- Primary Schools;
- Junior Secondary Schools;
- Senior Schools;
- Technical Institutions;
- Colleges and Universities.

C.1 Purpose of Civic Education Assessment Tools

The assessment tools are designed to:

1. Measure learner understanding of civic concepts.
2. Evaluate development of citizenship competencies.
3. Assess practical application of values.
4. Support continuous improvement.
5. Provide feedback to learners, teachers and institutions.

C.2 Assessment Framework

Civic education assessment should measure three major areas:

1. KNOWLEDGE AND UNDERSTANDING Learners demonstrate understanding of:

- National symbols;
- Citizenship;
- Constitutional values;
- National unity;
- ONE47 Flag symbolism.

1. SKILLS AND COMPETENCIES Learners demonstrate ability to:

- Communicate ideas;
- Conduct research;
- Participate in discussions;
- Work in teams;
- Present projects.

1. VALUES AND ATTITUDES Learners demonstrate:

- Respect;

- Responsibility;
- Integrity;
- Patriotism;
- Inclusiveness.

C.3 KNOWLEDGE ASSESSMENT TOOL

Section A: Short Answer Questions Question 1 Define citizenship.

Answer: Question 2 Name four national symbols of Kenya. 1.

1. 3. 4. 5.

Question 3 Explain the importance of respecting national symbols.

Answer: Question 4 What do the forty-seven segments in the ONE47 Flag concept represent?

Answer: Question 5 Explain the meaning of diversity in unity.

Answer:

C.4 MULTIPLE CHOICE ASSESSMENT

Select the correct answer. Question 1 A responsible citizen should: A. Ignore community issues B. Respect others and follow laws C. Damage public property D. Reject cooperation Answer: _____ Question 2 Kenya has: A. 40 counties B. 45 counties C. 47 counties D. 50 counties Answer: _____ Question 3 Patriotism means: A. Hatred of others B. Love and commitment to one's country C. Avoiding responsibility D. Rejecting diversity Answer: _____

C.5 ESSAY ASSESSMENT TOOL

Essay Topic Examples Topic 1 Explain the importance of national unity in Kenya.

Topic 2 How can young people contribute to national development?

Topic 3 Explain the role of national symbols in building identity.

Essay Assessment Rubric Assessment Area Excellent Good Needs Improvement Understanding of topic Organisation of ideas Use of examples Connection to civic values Communication skills

C.6 GROUP PROJECT ASSESSMENT TOOL

Project Title: Group Members: Assessment Criteria Area Excellent Good Developing Planning Teamwork Research Presentation Civic understanding

C.7 PRESENTATION ASSESSMENT TOOL

Presentation Topic: Evaluation Criteria Skill Achieved Developing Clear explanation of ideas Confidence in speaking Team participation Use of evidence/examples Respectful communication

C.8 CIVIC VALUES OBSERVATION CHECKLIST

Teachers may observe learner behaviour during classroom and school activities.

Learner Name: Value Demonstrated Needs Support Respect for others Responsibility Cooperation Integrity Participation Respect for national symbols

C.9 FLAG CEREMONY PARTICIPATION ASSESSMENT

Purpose To assess learner understanding and conduct during school flag ceremonies.

Behaviour Consistently Demonstrated Improvement Needed Arrives on time Maintains respectful conduct Participates appropriately Understands ceremony purpose Supports classmates

C.10 LEARNER SELF-ASSESSMENT TOOL

My Civic Learning Reflection

1. Something new I learned:
2. A value I practise:
3. A civic responsibility I want to improve:
4. How I contribute to unity:

C.11 PEER ASSESSMENT TOOL

Group Activity Evaluation Name of Group: My group members demonstrated: Behaviour Yes Needs Improvement Cooperation Respect Sharing responsibilities Supporting others

C.12 TEACHER FEEDBACK TEMPLATE

Learner Name: Strengths Demonstrated: Areas for Improvement: Recommended Support: Teacher Signature: Date:

C.13 CIVIC COMPETENCY FRAMEWORK

Beginner Level Learner:

- Recognises basic civic concepts;
- Requires guidance;
- Participates with support.

Developing Level Learner:

- Understands civic ideas;
- Participates actively;
- Applies values in some situations.

Competent Level Learner:

- Explains civic concepts clearly;
- Demonstrates responsible behaviour;
- Contributes positively.

Advanced Level Learner:

- Analyses civic issues;
- Leads activities;
- Inspires others.

Learner Name Knowledge Skills Values Overall Progress

C.15 Teacher Guidance on Assessment

Teachers should ensure that assessment:

- Encourages learning;
- Recognises improvement;
- Is fair and inclusive;
- Focuses on practical citizenship;
- Promotes reflection.

Assessment should not only measure what learners know, but also how they apply civic values in their daily lives.

Civic education assessment tools provide teachers with practical methods for measuring learner growth in knowledge, skills and values.

Through balanced assessment, schools can develop learners who understand national identity, respect diversity, practise responsibility and actively contribute to society.

The ONE47 Schools Civic Education Manual encourages assessment as a tool for developing informed, responsible and engaged citizens.

END OF APPENDIX C

Appendix D: SCHOOL FLAG CEREMONY GUIDE

SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES School flag ceremonies are important civic education activities that provide learners with practical experiences in understanding national identity, citizenship and respect for public symbols.

A well-organised flag ceremony creates opportunities for learners to:

- Develop patriotism;
- Practise discipline;
- Understand national values;
- Respect national symbols;
- Participate in shared community experiences.

Schools serve as important environments where young citizens learn the meaning of belonging, responsibility and service.

This guide provides practical procedures and educational guidance for schools implementing flag ceremonies within the ONE47 Schools Civic Education Manual framework.

D.1 Purpose of School Flag Ceremonies

School flag ceremonies aim to:

D.1.1 Promote National Identity

Ceremonies help learners understand symbols that represent the Republic and its people.

D.1.2 Develop Respect and Discipline

Learners practise:

- Order;
- Punctuality;
- Respectful conduct;
- Cooperation.

D.1.3 Support Civic Education

Ceremonies provide opportunities to communicate:

- Constitutional values;
- Citizenship responsibilities;
- National unity messages.

D.1.4 Encourage Student Leadership

Learners develop leadership through participation in:

- Organisation;
- Presentations;
- Coordination activities.

D.2 Principles of School Flag Ceremonies

All school flag ceremonies should be guided by: Respect Participants should demonstrate proper behaviour towards national symbols.

Inclusiveness All learners should have opportunities to participate.

Educational Purpose Ceremonies should communicate meaningful civic lessons.

Order and Discipline Activities should follow an organised structure.

Unity Ceremonies should strengthen a shared sense of belonging.

D.3 Preparation Checklist

Before a ceremony, schools should ensure: Flag Preparation

- Flag is clean and in good condition.
- Flag is handled respectfully.
- Flag area is prepared.
- Flag equipment is secure.

Programme Preparation

- Ceremony schedule prepared.
- Student leaders assigned responsibilities.
- Civic message prepared.
- Participants informed.

Safety and Organisation

- Assembly area is safe.
- Learners are arranged properly.
- Supervising teachers are assigned.

D.4 Recommended School Flag Ceremony Order

A standard ceremony may follow this sequence: D.3A Order of Precedence: National Flag; Presidential Standard; State Flag; County Flags; Defence Forces Flags; Ceremonial Flag Standard. The National Flag occupies the highest position of honour; other flags retain their prescribed functions.

1. Assembly Formation Learners assemble according to school procedures.

Purpose:

- Create order;
- Prepare participants;
- Establish a respectful environment.

1. Arrival of Flag Team Assigned learners or officials prepare for flag duties.
2. Raising of the Flag The flag is raised according to approved procedures.

Participants should:

- Stand respectfully;
- Maintain appropriate conduct;
- Observe the ceremony.

1. National Anthem The National Anthem may be performed.

Learners should understand:

- Its meaning;
- Its connection to national identity.

1. Civic Education Message A short message may address:

- National values;
- Citizenship;
- School responsibilities;
- Community service.

1. School Announcements Important school information may be communicated.
2. Closing Reflection The ceremony concludes with a reminder of:

- Weekly values;
- Learner responsibilities;
- Positive behaviour.

D.5 Roles During Flag Ceremonies

D.5.1 School Administration

The administration should:

- Provide leadership;
- Ensure proper procedures;
- Support civic education objectives.

D.5.2 Teachers

Teachers should:

- Guide learners;
- Explain meaning;
- Maintain order;
- Encourage participation.

D.5.3 Student Leaders

Student leaders may:

- Assist with organisation;
- Lead presentations;
- Support fellow learners.

D.5.4 Learners

Learners should:

- Participate respectfully;
- Follow instructions;
- Understand the purpose of ceremonies.

D.6 Student Flag Team Framework

Schools may establish a student flag team.

Responsibilities The team may assist with:

- Flag preparation;
- Ceremony organisation;
- Symbol education;
- Student coordination.

Selection Principles Members should demonstrate:

- Responsibility;
- Discipline;
- Leadership;
- Respect.

D.7 Teaching the Meaning of the ONE47 Flag During Ceremonies

Where used as an educational resource, the ONE47 Flag concept may be explained through short civic messages.

The Forty-Seven Segments Represent:

- Kenya's forty-seven counties;
- Equality;
- Inclusion;
- Shared national identity.

The Circular Design Represents:

- Unity;
- Connection;
- Continuity.

National Colours The colours communicate values including: Colour Symbolic Meaning Black People and national identity Red The struggle for independence and shared sacrifice Green Land and natural resources Colour Symbolic Meaning White Peace and unity Gold Shared opportunity and innovation

D.8 Weekly Civic Messages

Schools may include short weekly themes.

Week 1 Respect and Responsibility Message: Every citizen contributes to a better society through responsible actions.

Week 2 Diversity in Unity Message: Differences among communities strengthen the nation.

Week 3 Environmental Responsibility Message: Protecting the environment protects future generations.

Week 4 Integrity and Honesty Message: Trust is built through ethical behaviour.

D.9 Special Flag Ceremony Occasions

Schools may organise special ceremonies during:

- National celebrations;
- School anniversaries;
- Civic education weeks;
- Cultural events;
- Community activities;
- Graduation ceremonies.

D.10 Flag Care and Handling Guidelines

Learners should understand that flags require respectful treatment.

Schools should ensure:

- Flags remain clean;
- Damaged flags are replaced appropriately;
- Flags are stored properly;
- Learners understand their symbolic importance.

D.11 Ceremony Etiquette Education

Learners should be taught: Appropriate Behaviour

- Standing respectfully;
- Listening attentively;

- Participating appropriately;
- Following instructions.

Inappropriate Behaviour

- Disrupting ceremonies;
- Damaging symbols;
- Showing disrespect;
- Distracting others.

D.12 School Flag Ceremony Evaluation Checklist

After ceremonies, schools may evaluate: Area Successful Improvement Needed Organisation Learner participation Understanding of symbolism Respectful conduct Civic message effectiveness

D.13 Sample School Flag Ceremony Programme

SCHOOL CIVIC ASSEMBLY PROGRAMME Opening Assembly formation Flag Ceremony Flag raising and national observance Civic Message Topic: "Building Kenya Through Responsible Citizenship" Learner Presentation Short speech, poem or reflection School Announcements Important notices Closing Commitment to positive values

D.14 Teacher Guidance

Teachers should ensure that flag ceremonies:

- Are educational rather than purely routine;
- Encourage understanding rather than memorisation;
- Promote unity rather than division;
- Develop responsibility among learners.

D.15 Key Learning Messages

Learners should remember:

1. National symbols represent shared identity.
2. Respect for symbols reflects respect for the nation.
3. Ceremonies teach responsibility and unity.
4. Every learner can contribute positively to society.
5. Citizenship is practised through actions.

School flag ceremonies provide practical opportunities for learners to experience citizenship, respect and national unity.

When properly conducted, ceremonies become powerful civic education tools that connect learners with national values and responsibilities.

The ONE47 Schools Civic Education Manual encourages schools to use flag ceremonies as meaningful learning experiences that inspire informed, responsible and united citizens.

END OF APPENDIX D

Appendix E: ONE47 FLAG EDUCATIONAL POSTERS AND

ILLUSTRATIONS SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Visual learning materials play an important role in civic education by helping learners understand concepts through images, diagrams and creative presentations.

The ONE47 Flag Educational Posters and Illustrations provide schools with visual resources that support teaching on:

- National identity;
- National symbols;
- Unity in diversity;

Figure E.1 - Kenyan Flag - Official Flag Standards Figure E.2 - Kenyan Flag - Official Military Ensigns

- County representation;
- Constitutional values;
- Citizenship responsibility.

These materials are designed to support:

- Classroom displays;
- School assemblies;
- Civic education exhibitions;
- Student projects;
- Teacher presentations.

The illustrations should be used as educational resources to encourage understanding, discussion and reflection.

E.1 Purpose of Educational Posters and Illustrations

The posters and illustrations aim to:

1. Make civic concepts easier to understand.
2. Encourage learner engagement through visual communication.
3. Explain the symbolism of the ONE47 Flag concept.
4. Promote appreciation of Kenya's diversity.
5. Support practical civic education activities.

E.2 Poster Design Principles

Educational posters should be: Clear Information should be easy for learners to understand.

Accurate Symbols and explanations should be presented correctly.

Inclusive Posters should represent all learners and communities.

Educational Each illustration should communicate a civic lesson.

Visually Balanced Design elements should support understanding without unnecessary complexity.

E.3 POSTER ONE

THE ONE47 NATIONAL FLAG OVERVIEW POSTER Title ONE47 NATIONAL FLAG CONCEPT Many Counties. One Nation.

Main Illustration A full representation of the ONE47 Flag concept showing:

- National colours;

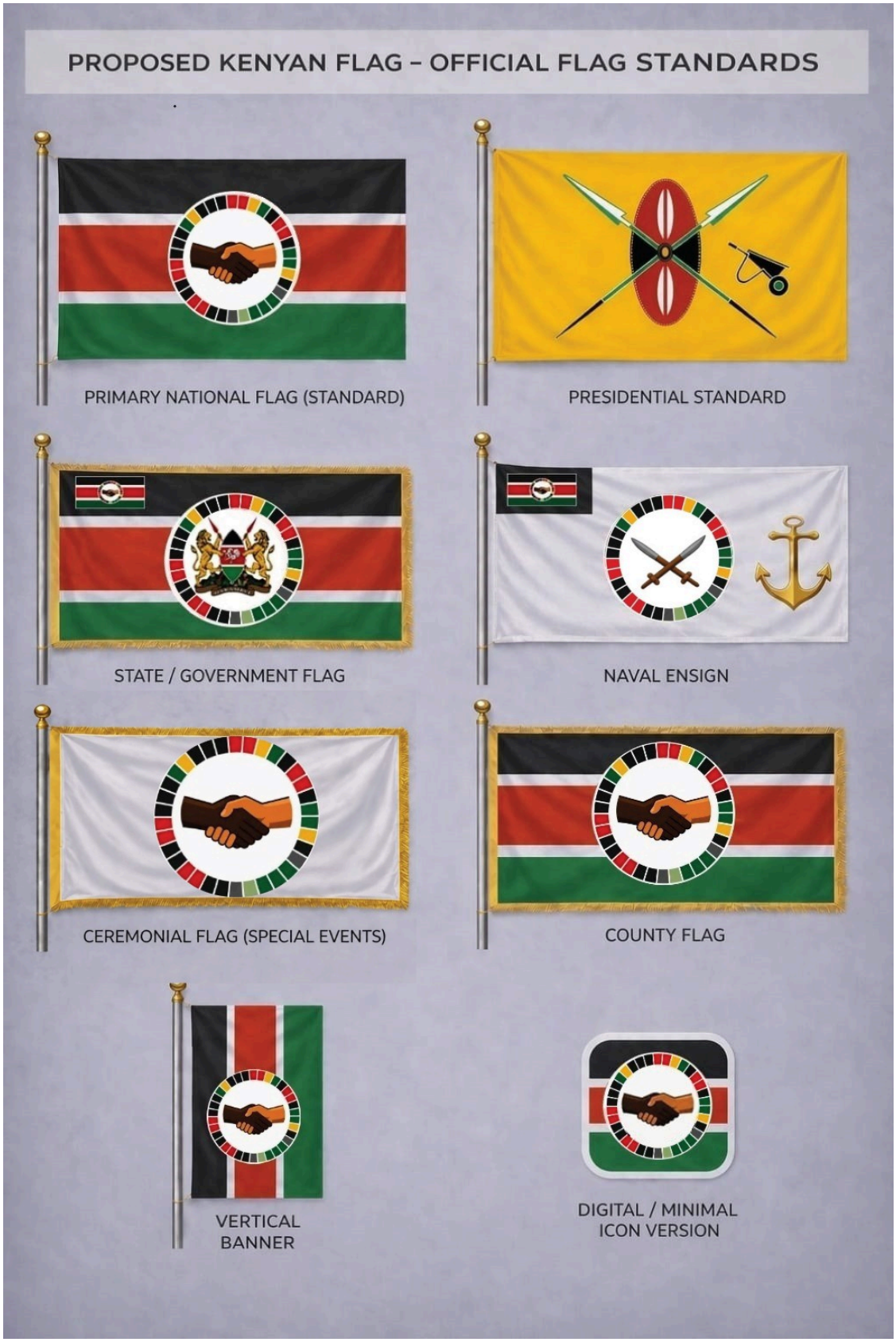


Figure E.1. Proposed Kenyan Flag · Official Flag Standards

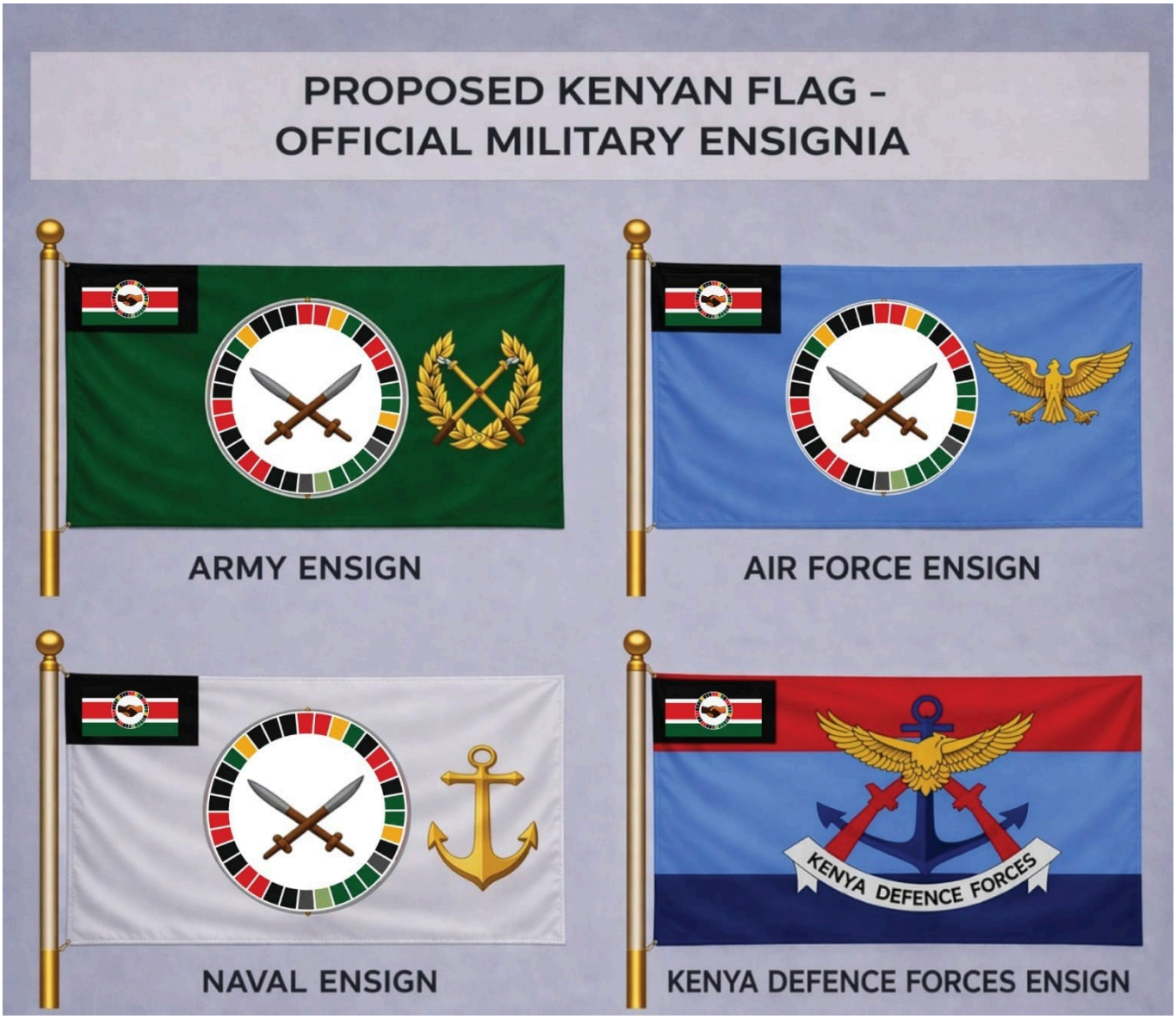


Figure E.2. Proposed Kenyan Flag · Military Ensigns

- Central emblem;
- Forty-seven-segment circular ring;
- Symbolic elements.

Educational Message The ONE47 Flag concept represents:

- Unity among Kenya's forty-seven counties;
- Equality;
- Shared responsibility;
- National inclusion.

Learning Questions

1. What does the circular design represent?
2. Why are all counties represented equally?
3. How do symbols communicate national values?

E.4 POSTER TWO

MEANING OF NATIONAL COLOURS POSTER Title THE LANGUAGE OF COLOURS Colour Symbolism Chart Colour Meaning Black The people of Kenya and national identity Red The struggle for independence and shared sacrifice Green Land and natural resources White Peace and unity Gold Shared opportunity, innovation and the national promise Classroom Activity Learners explain: "Which national value connects most strongly with each colour?"

E.5 POSTER THREE

THE FORTY-SEVEN COUNTIES REPRESENTATION POSTER Title FORTY-SEVEN COUNTIES - ONE UNITED KENYA Main Illustration A circular diagram showing:

- Forty-seven equal segments;
- Equal representation;
- Continuous connection.

Educational Message The forty-seven segments symbolise:

- Equality among counties;
- Shared national identity;
- Inclusive development.

Discussion Questions

1. Why should every county have equal recognition?
2. How do counties contribute to Kenya's progress?

E.6 POSTER FOUR

UNITY IN DIVERSITY POSTER Title DIFFERENT COMMUNITIES. SHARED FUTURE.

Illustration Concept A collection of Kenyan communities, cultures and landscapes connected around a common national symbol.

Message Kenya's strength comes from:

- Diversity;
- Cooperation;
- Respect;
- Shared responsibility.

Learner Reflection Complete: "I promote unity by..."

E.7 POSTER FIVE

NATIONAL VALUES POSTER Title VALUES THAT BUILD KENYA Core Values Patriotism Love and commitment to the country.

Integrity Doing what is right and honest.

Equality Respecting equal dignity and opportunity.

Inclusiveness Ensuring everyone belongs.

Accountability Taking responsibility for actions.

Respect Recognising the value of others.

Classroom Display Message Values are practised through actions.

E.8 POSTER SIX

CITIZENSHIP RESPONSIBILITIES POSTER Title EVERY CITIZEN HAS A ROLE Responsible Citizenship Includes:

- Respecting the law
- Protecting public property
- Caring for the environment
- Promoting peace
- Helping others
- Participating positively in society Reflection Question How can young people serve Kenya today?

E.9 POSTER SEVEN

NATIONAL SYMBOLS EDUCATIONAL CHART Title SYMBOLS OF THE REPUBLIC Symbols Included Represents national identity and unity.

National Anthem Expresses national hopes and aspirations.

Coat of Arms Represents authority and heritage.

Constitution Provides the foundation of governance.

Public Seal Represents official state authority.

E.10 POSTER EIGHT

THE ONE47 FLAG SYMBOLISM DIAGRAM Title UNDERSTANDING THE DESIGN Diagram Elements Circular Ring Meaning:

- Unity;
- Continuity;
- Connection.

Forty-Seven Segments Meaning:

- Forty-seven counties;
- Equality;
- Inclusion.

Central Symbol Meaning:

- Shared responsibility;
- Cooperation;
- National purpose.

Learning Activity Learners label each part of the design.

E.11 POSTER NINE

CIVIC EDUCATION CLASSROOM DISPLAY Title LEARN. PARTICIPATE. SERVE.

Display Sections I Understand

- Citizenship;
- National symbols;
- Constitutional values.

I Practise

- Respect;
- Responsibility;
- Cooperation.

I Contribute

- Community service;
- Environmental care;
- National unity.

E.12 POSTER TEN

YOUNG CITIZENS BUILDING THE FUTURE Title THE FUTURE BEGINS WITH US Message Young people contribute to Kenya by:

- Learning;
- Innovating;
- Serving;
- Respecting others;
- Protecting the nation's future.

E.13 Classroom Illustration Templates

Schools may develop learner-created illustrations including: Flag Drawing Template Learners label:

- Colours;
- Symbols;
- Meaning.

County Map Template Learners identify:

- Counties;
- Regional contributions;
- Cultural features.

Values Wheel Learners display:

- Core values;
- Personal commitments.

E.14 School Exhibition Display Framework

Schools may organise civic exhibitions using: Display Area One National Identity Includes:

- National symbols;
- History;
- Values.

Display Area Two ONE47 Flag Education Includes:

- Flag illustration;

- Symbol explanations;
- County representation.

Display Area Three Citizenship in Action Includes:

- Student projects;
- Community activities;
- Reflections.

E.15 Teacher Guidelines for Using Posters

Teachers should:

- Explain meanings behind images;
- Encourage learner discussion;
- Avoid treating posters as decoration only;
- Link visuals to lessons and activities.

E.16 Poster Assessment Activity

Learners may be assessed by creating a civic education poster.

Assessment areas: Area Excellent Developing Accuracy of information Creativity Understanding of values Presentation Educational posters and illustrations provide powerful tools for communicating civic concepts.

Through visual learning, students can better understand national identity, the ONE47 Flag concept, constitutional values and their responsibilities as citizens.

The ONE47 Schools Civic Education Manual encourages schools to use visual materials to create engaging environments where learners appreciate unity, diversity and national responsibility.

END OF APPENDIX E

Appendix F: COUNTY LEARNING PROJECT TEMPLATES

SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Kenya's forty-seven counties represent diverse histories, cultures, environments, economies and communities that collectively contribute to the identity and development of the Republic.

County learning projects provide learners with opportunities to explore:

- Their local communities;
- Other counties;
- Cultural heritage;
- Economic activities;
- Environmental resources;
- National contributions.

These projects connect classroom learning with real-life experiences and encourage learners to appreciate the principle of diversity in unity.

The county learning project framework supports learners in understanding that every county has equal importance and a role in national development.

F.1 Purpose of County Learning Projects

County learning projects aim to:

1. Promote appreciation of Kenya's diversity.
2. Encourage research and inquiry skills.
3. Develop teamwork and communication abilities.
4. Connect learners with their communities.
5. Strengthen national unity through understanding.
6. Encourage respect for different cultures and environments.

F.2 Learning Objectives

By completing county learning projects, learners should be able to:

- Identify characteristics of Kenyan counties;
- Describe cultural and economic contributions;
- Appreciate differences among communities;
- Conduct basic research;
- Present findings effectively;
- Relate local identity to national identity.

F.3 County Research Project Template

PROJECT TITLE Discovering Kenya's Counties Learner / Group Name: Class: County Selected: Project Duration: SECTION ONE: COUNTY PROFILE

1. County Name
2. Location Describe where the county is located.
3. County Headquarters
4. Neighbouring Counties
5. Physical Features Examples:

- Mountains;
- Rivers;

- Lakes;
- Forests;
- Plains.

SECTION TWO: COUNTY HISTORY AND HERITAGE Historical Background Describe important historical information about the county.

Cultural Heritage Identify:

- Traditions;
- Languages;
- Foods;
- Music;
- Art;
- Cultural practices.

Important Heritage Sites SECTION THREE: ECONOMIC CONTRIBUTION Main Economic Activities Identify major activities such as:

- Agriculture;
- Tourism;
- Industry;
- Trade;
- Technology;
- Services.

Contribution to Kenya's Development Explain how the county contributes nationally.

SECTION FOUR: ENVIRONMENT AND NATURAL RESOURCES Environmental Features Describe:

- Wildlife;
- Natural resources;
- Conservation areas.

Environmental Challenges Identify challenges affecting the county.

Possible Solutions Suggest ways to protect the environment.

SECTION FIVE: COUNTY VALUES AND COMMUNITY LIFE Important Community Values Examples:

- Cooperation;
- Respect;
- Responsibility;
- Hospitality.

Community Contributions to National Unity

F.4 County Culture Documentation Template

TITLE Celebrating County Heritage County: Cultural Practice / Tradition: Description: Importance: How It Strengthens Kenya:

F.5 County Economic Study Template

PROJECT TITLE How My County Supports Kenya's Economy Main Economic Sector: Description of Activities: Employment Opportunities Created: National Importance: Future Opportunities:

F.6 County Environmental Project Template

PROJECT TITLE Protecting Our County Environment Environmental Issue Identified: Location: Causes: Effects: Proposed Solution: Participants: Expected Results:

F.7 Inter-County Learning Exchange Project

PROJECT TITLE Learning From Another County County Studied: Reason for Selection: Similarities Between Counties: Differences Between Counties: Lessons Learned: How Cooperation Can Help Both Counties:

F.8 County Exhibition Template

Schools may organise county exhibitions displaying: Display Section One County Identity Includes:

- Map;
- History;
- Symbols;
- Population information.

Display Section Two Culture and Heritage Includes:

- Traditional practices;
- Food;
- Music;
- Art;
- Clothing.

Display Section Three Economic Contribution Includes:

- Industries;
- Agriculture;
- Tourism;
- Innovation.

Display Section Four Future Development Includes:

- Opportunities;
- Challenges;
- Solutions.

F.9 County Presentation Guide

Learners presenting county projects should include: Main Features Important characteristics.

Contribution How the county supports Kenya.

Unity Message How the county connects with other counties.

Appendix G: CIVIC EDUCATION CLUB FRAMEWORK

SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Civic Education Clubs provide learners with structured platforms to practise citizenship, develop leadership skills and participate in activities that promote national values.

Schools are encouraged to establish Civic Education Clubs as spaces where learners can:

- Discuss civic issues;
- Understand constitutional values;
- Promote unity and inclusion;
- Participate in community service;
- Develop leadership abilities;
- Support national development initiatives.

The Civic Education Club Framework provides guidance for establishing, managing and sustaining learner-led civic activities within schools and educational institutions.

G.1 Purpose of Civic Education Clubs

Civic Education Clubs aim to:

1. Promote active citizenship among learners.
2. Create awareness of constitutional values.
3. Encourage respectful dialogue and critical thinking.
4. Develop leadership and teamwork skills.
5. Connect schools with communities.
6. Encourage practical application of civic knowledge.

G.2 Vision and Mission

Vision To develop informed, responsible and active young citizens committed to unity, integrity and national progress.

Mission To provide learners with opportunities to understand civic responsibilities, practise national values and contribute positively to their schools and communities.

G.3 Core Objectives

Civic Education Clubs should seek to:

- Promote understanding of citizenship;
- Encourage respect for national symbols;
- Develop leadership skills;
- Support community service;
- Promote environmental responsibility;
- Celebrate cultural diversity;
- Encourage peaceful participation in society.

G.4 Guiding Principles

All Civic Education Clubs should operate according to the following principles: Inclusiveness Every learner should have an opportunity to participate regardless of background or ability.

Respect Members should value different opinions and perspectives.

Responsibility Members should demonstrate commitment to assigned duties.

Integrity Activities should be conducted honestly and transparently.

Service The purpose of civic learning should extend beyond the classroom.

G.5 Club Structure

A Civic Education Club may include the following structure: Patron Teacher Responsibilities:

- Provide guidance;
- Support activities;
- Ensure alignment with school policies.

Club Chairperson Responsibilities:

- Lead meetings;
- Coordinate activities;
- Represent the club.

Vice Chairperson Responsibilities:

- Support the chairperson;
- Coordinate programmes.

Secretary Responsibilities:

- Maintain records;
- Prepare meeting minutes;
- Manage communication.

Treasurer Responsibilities:

- Maintain financial records;
- Support resource planning.

Committee Members Responsibilities:

- Support activities;
- Lead projects;
- Encourage participation.

G.6 Membership Framework

Membership should be open to learners who demonstrate interest in:

- Citizenship;
- Leadership;
- Community service;
- National values.

Member Responsibilities Members should:

- Attend meetings;
- Participate actively;
- Respect others;
- Support club objectives.

G.7 Annual Civic Education Club Programme

A yearly programme may include: Term One Theme: Understanding Citizenship Activities:

- National symbols education;
- Leadership training.

Term Two Theme: Unity and Community Service Activities:

- County learning projects;
- Environmental activities;
- Community engagement.

Term Three Theme: Young Citizens Building the Future Activities:

- Civic exhibitions;
- Debates;
- Innovation projects;
- Reflection sessions.

G.8 Club Activity Areas

G.8.1 Civic Discussions

Topics may include:

- Citizenship responsibilities;
- National unity;
- Constitutional values;
- Environmental responsibility;
- Youth participation.

G.8.2 Debates and Public Speaking

Learners develop:

- Communication skills;
- Critical thinking;
- Respectful argument.

Suggested topics:

- "How can young people strengthen national unity?"
- "Why is integrity important in society?"

G.8.3 Community Service Activities

Examples:

- Tree planting;
- Clean-up activities;
- Supporting vulnerable groups;
- Community awareness campaigns.

G.8.4 Cultural Exchange Activities

Activities may include:

- County exhibitions;
- Cultural presentations;
- Heritage documentation;
- Food and arts displays.

G.8.5 National Symbols Education

Activities:

- Flag education sessions;
- National symbols exhibitions;

- Civic awareness campaigns.

G.9 Civic Education Club Meeting Framework

A standard meeting may follow:

1. Opening

- Welcome remarks;
- Attendance;
- Review of previous activities.

1. Main Discussion

- Civic topic;
- Learning activity;
- Member contributions.

1. Planning Session

- Upcoming activities;
- Responsibilities;
- Timelines.

1. Reflection Members discuss:

- Lessons learned;
- Improvements needed.

1. Closing

Appendix H: FACILITATOR TRAINING GUIDE

(Final Supporting Appendix of VOLUME IV - Schools Civic Education Manual) SUPPORTING MATERIALS AND EDUCATIONAL APPENDICES Facilitators play a critical role in ensuring that civic education programmes are delivered effectively, accurately and inclusively.

The facilitator is responsible for guiding learners through discussions, activities and projects that develop:

- Civic knowledge;
- Constitutional understanding;
- National identity;
- Leadership skills;
- Community responsibility.

This Facilitator Training Guide provides a structured framework for preparing teachers, trainers, education officers and civic educators to implement the ONE47 Schools Civic Education Manual.

The guide supports facilitators working with:

- Primary schools;
- Junior secondary schools;
- Senior schools;
- Technical institutions;
- Colleges and universities.

H.1 Purpose of the Facilitator Training Guide

The guide aims to:

1. Equip facilitators with effective teaching approaches.
2. Strengthen understanding of civic education concepts.
3. Promote learner-centred teaching methods.
4. Develop skills for facilitating discussions and projects.
5. Encourage responsible and inclusive civic engagement.

H.2 Facilitator Training Objectives

At the end of the training programme, facilitators should be able to:

- Explain the purpose of civic education;
- Understand the structure of the ONE47 Schools Civic Education Manual;
- Deliver age-appropriate lessons;
- Facilitate discussions respectfully;
- Support learner projects;
- Assess learner progress;
- Promote constitutional values.

H.3 Facilitator Competency Framework

A trained facilitator should demonstrate competence in five key areas:

1. Knowledge Competency The facilitator understands:

- Citizenship concepts;
- National symbols;
- Constitutional values;
- National unity principles;

- Civic responsibilities.

1. Teaching Competency The facilitator can:

- Plan lessons;
- Use appropriate teaching methods;
- Develop learning activities;
- Evaluate understanding.

1. Communication Competency The facilitator can:

- Explain ideas clearly;
- Encourage participation;
- Manage discussions;
- Listen actively.

1. Leadership Competency The facilitator can:

- Guide learners;
- Encourage teamwork;
- Support learner initiatives;
- Promote responsibility.

1. Ethical Competency The facilitator demonstrates:

- Fairness;
- Respect;
- Inclusiveness;
- Professional conduct.

H.4 Training Programme Structure

The facilitator training programme may be delivered through:

- Workshops;
- Seminars;
- School-based training;
- Online learning sessions;
- Peer learning groups.

Suggested Duration A complete facilitator training programme may take: Three Days or Modular sessions distributed over several weeks.

H.5 TRAINING MODULE ONE

H.6 TRAINING MODULE TWO

Understanding National Symbols Learning Objectives Facilitators should be able to:

- Explain the importance of national symbols;
- Teach respect for public symbols;
- Connect symbols with values.

Key Topics National symbols communicate:

- Identity;
- History;
- Shared aspirations;
- Unity.

Activity Participants prepare a short lesson explaining one national symbol.

H.7 TRAINING MODULE THREE

Understanding the ONE47 Flag Educational Framework Learning Objectives Facilitators should understand:

- Purpose of the educational framework;
- Symbolism of the design;
- Relationship between counties and national identity.

Key Concepts Forty-Seven Segments Represent:

- Kenya's forty-seven counties;
- Equal recognition;
- National inclusion.

Circular Design Represents:

- Unity;
- Connection;
- Continuity.

Colours Communicate national values and ideas.

Facilitator Activity Participants develop a five-minute civic explanation of the flag concept suitable for learners.

H.8 TRAINING MODULE FOUR

Teaching Constitutional Values Learning Objectives Facilitators should be able to:

- Explain constitutional values;
- Connect values with daily behaviour;
- Create practical activities.

Key Values

- Patriotism;
- Human dignity;
- Equality;
- Inclusiveness;
- Integrity;
- Transparency;
- Accountability;
- Respect.

Activity Participants identify examples of constitutional values in:

- School life;
- Community life;
- National activities.

H.9 TRAINING MODULE FIVE

Learner-Centred Teaching Methods Effective Methods Discussion Encourages learners to express ideas and listen to others.

Group Work Develops cooperation and teamwork.

Role Play Allows learners to practise citizenship situations.

Debate Develops critical thinking and respectful communication.

Project-Based Learning Connects classroom learning with practical action.

H.10 TRAINING MODULE SIX

Facilitating Inclusive Discussions Facilitators Should:

- Encourage all learners to participate;
- Respect different opinions;
- Prevent discrimination;
- Create safe learning environments.

Discussion Guidelines Learners should:

- Listen respectfully;
- Support ideas with reasoning;
- Avoid personal attacks;
- Appreciate diversity.

H.11 TRAINING MODULE SEVEN

Managing Civic Education Projects Project Planning Steps Step One Identify an issue or learning objective.

Step Two Develop activities. Step Three Assign responsibilities.

Step Four Implement the project. Step Five Evaluate results.

Example Projects

- County exhibitions;
- Environmental activities;
- Civic awareness campaigns;
- Community service.

H.12 TRAINING MODULE EIGHT

Assessment and Feedback Facilitators Should Assess: Knowledge What learners understand.

Skills What learners can do. Values How learners apply civic principles.

Assessment Methods

- Questions;
- Discussions;
- Presentations;
- Projects;
- Reflections.

H.13 FACILITATOR LESSON PREPARATION TEMPLATE

Lesson Topic: Target Learners: Learning Objectives: Key Concepts: Teaching Methods: Learning Activities: Assessment: Reflection:

H.14 FACILITATOR SELF-ASSESSMENT TOOL

Rate your confidence: Competency Strong Developing Civic knowledge Competency Strong Developing Lesson delivery Discussion facilitation Project support Learner assessment

H.15 Facilitator Code of Professional Conduct

Facilitators should:

- Treat learners with dignity.
- Encourage participation.

- Provide accurate information.
- Promote inclusion.
- Maintain professional standards.
- Encourage peaceful dialogue.

H.16 Training Evaluation Form

Participant Name: Training Area Most Useful: Skills Developed: Areas Requiring More Support: Suggestions for Improvement:

H.17 Facilitator Certification Framework

A facilitator may be recognised after demonstrating: Knowledge Understanding of civic education content.

Practice Ability to deliver lessons effectively.

Participation Completion of training activities.

Commitment Demonstration of civic values.

H.18 Master Facilitator Development Pathway

Experienced facilitators may progress to become: Level One School Civic Education Facilitator Responsibilities:

- Deliver lessons;
- Support learners.

Level Two Regional Trainer Responsibilities:

- Train other facilitators;
- Support implementation.

Level Three Master Civic Education Trainer Responsibilities:

- Develop training programmes;
- Mentor facilitators;
- Support national coordination.

H.19 Implementation Support Recommendations

Schools and institutions should provide:

- Training opportunities;
- Teaching resources;
- Time for preparation;
- Support for learner projects;
- Recognition of facilitator contributions.

H.20 Final Facilitator Message

Civic education is not only about teaching information; it is about developing citizens who understand their role in society and demonstrate values through action.

Facilitators are entrusted with guiding learners toward:

- Responsible citizenship;
- Respect for diversity;
- National unity;
- Community service;
- Future leadership.

The Facilitator Training Guide completes the supporting materials section of VOLUME IV by providing educators with the knowledge, skills and tools required to implement effective civic education programmes.

Through trained and committed facilitators, schools can nurture generations of learners who understand national identity, respect constitutional values and actively contribute to Kenya's future.

END OF APPENDIX H

END OF SUPPORTING MATERIALS

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Through ONE47, his work explores how civic knowledge, constitutional values, design and national symbols can support a stronger shared identity across Kenya's forty-seven counties.

ABOUT THE SERIES

The ONE47 National Civic Education Manual Series is the principal educational publication programme of ONE47.

The series consists of eight volumes designed as an integrated body of civic-education knowledge.

The volumes are intended to provide progressively structured material through which readers can explore Kenya's citizenship, national identity, constitutional principles, institutions, public participation, national symbols and the responsibilities associated with building the country's future.

The series is intended for students and young people, teachers and educators, community leaders, civic-education practitioners, public institutions, civil-society organizations, professionals, families, individual citizens and readers interested in Kenya's national development.

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